



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CPPSIS3001A Apply map presentation principles**

**Release: 1**

## **CPPSIS3001A Apply map presentation principles**

### **Modification History**

Not Applicable

### **Unit Descriptor**

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This unit of competency specifies the outcomes required to be able to interpret and create simple maps. It requires basic cartographical skills and knowledge and the ability to apply them. Functions would be carried out under supervision, within organisational guidelines.

### **Application of the Unit**

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This unit of competency supports the application of accuracy and basic problem-solving skills, interpreting technical documentation, and an understanding of technological design. The skills and knowledge acquired upon completion of this unit would support the low level needs of employees in surveying, cartography, mapping, town planning and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

### **Licensing/Regulatory Information**

Refer to Application of the Unit

## Pre-Requisites

**Prerequisite units** Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| <b>1 Apply understanding of cartography principles.</b> | 1.1 Purpose, application and scope of cartography are applied in the context of the <i>project objective</i> .<br>1.2 Different types of <i>maps</i> are identified and described.<br>1.3 Cartographic conventions used on maps are identified.<br>1.4 Skills and knowledge are updated to accommodate changes in cartographic requirements.  |
| <b>2 Apply basic cartographical practical skills.</b>   | 2.1 Major elements and <i>features</i> on maps are identified.<br>2.2 <i>Spatial reference systems</i> are used to measure, locate and plot features on maps.<br>2.3 Simple maps are created using correct <i>cartographical design principles</i> and according to <i>project specifications</i> .<br>2.4 Sound <i>OHS</i> practices are applied at all times according to <i>organisational policies</i> .<br>2.5 <i>Quality assurance</i> principles are observed under the direction of <i>relevant personnel</i> . |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (basic)
- communicate in a clear and concise manner in both written and verbal modes
- computer skills, including ability to use basic software systems
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial, procedural and technical requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate

## REQUIRED SKILLS AND KNOWLEDGE

- undertake basic computations
- organisational skills to:
  - prioritise daily activities
  - process customers routine needs
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - exercise precision and accuracy in relation to basic design application
- time management skills.

### Required knowledge and understanding:

- abilities and capabilities of work team
- application of a graphic design package (basic)
- cartographic conventions used on maps (basic)
- information on maps and how to extract it
- performance evaluation procedures
- safe work practices
- spatial information principles and their application (basic).

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

<b>Overview of assessment</b>	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit RIIG005A Read and interpret maps.
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• accessing and interpreting information to identify the components to be measured and monitored</li> <li>• creating basic maps</li> <li>• performing measurements.</li> </ul>
<b>Specific resources for assessment</b>	<p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• assessment instruments, including personal planner and assessment record book</li> </ul>

- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

**Context of assessment**

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

**Method of assessment**

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

**Guidance information for assessment**

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence

provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

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

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

***Project objectives*** may include:

- acquiring intellectual property
- aims of project
- evaluation criteria
- milestones
- performance indicators
- quality standards
- return on investment
- risk management
- targets.

***Maps*** may include:

- hard copy plans
- digital information.

***Features*** may refer to:

- any item on a map represented by:
  - line work
  - a mark
  - a name
  - a symbol.

***Spatial reference systems*** may include:

- contours
- map orientations
- map scale
- mapping coordinate systems.

***Cartographical design principles*** may include application of:

- map symbols
- colour
- contours
- hachuring
- line work
- shading.

***Project specifications*** refer to:

- detailed technical descriptions of the survey data and its requirements.

***OHS*** may include:

- taking prescribed breaks from concentrated work
- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

***Organisational policy*** may include:

- code of ethics
- company policy
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

***Quality assurance*** may include:

- internal and external
- product or service measurement against set criteria
- standard verification
- target monitoring.

***Relevant personnel*** may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

## Unit Sector(s)

Unit sector

Spatial information services



