



Australian Government

DEF Defence Training Package

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DEF Defence Training Package

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DEF21115 Certificate II in Military Skills

Modification History

Release	Comments
1	<p>This version was released in DEF Defence Training Package release 1.0 and meets the requirements of the Standards for Training Packages.</p> <p>Supersedes and is not equivalent to DEF21112 Certificate II in Military Skills.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • PUATEA001B/BSBADM101A/ICAU1133B/PUACOM005B/PUATEA005A/SISOOPS201A/BSBITU101A have been removed • SISONAV201A/CPCCOHS1001A have been added • DEFEQ001C has moved from core to electives • DEFCA416C has been removed • DEFCEM106C has moved from electives to core • DEFGEN001 new unit added as a core • DEFGEN013 new unit added to electives

Qualification Description

This qualification allows for the attainment of competencies in military skills for a recruit in the military, working at entry level. Individuals would usually immediately progress to a Certificate III or IV in their chosen trade (for example aviation mechanic, health worker, combat system operator, etc.).

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

Choose a minimum of 5 elective units from the list below.

Choose the remaining 4 elective units from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFMIL008	Display the attributes of an Australian soldier
DEFMIL003	Operate a service rifle
DEFGEN001	Work in a team
Group A: Elective units	
DEFGEN006	Work with equity and diversity
DEFGEN013	Provide Initial Response to Combat Casualty
DEFMIL001	Use personal camouflage and concealment in a threat environment
DEFMIL002	Operate night fighting equipment
DEFMIL004	Operate a light support weapon
DEFMIL005	Operate a service hand grenade
DEFMIL006	Operate in a threat environment
DEFMIL007	Participate in ceremonial activities
PUAOPE013A	Operate communications systems and equipment

SISONAV201A	Demonstrate navigation skills in a controlled environment
SISONAV302A	Apply navigation skills in an intermediate environment
BSBCMM101	Apply basic communication skills
BSBWHS201	Contribute to health and safety of self and others
BSBCMM201	Communicate in the workplace
BSBSUS201A	Participate in environmentally sustainable work practices
CPCCOHS1001A	Work safely in the construction industry
PSPGOV201B	Work in a public sector environment
PSPGOV204B	Access and use resources
PSPGOV207B	Use technology in the workplace

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

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DEF22115 Certificate II in Explosive Ordnance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF20812 Certificate II in Explosive Ordnance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO215A removed from elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance.

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

Packaging Rules

11 units of competency are required for this qualification:

- 4 core units
- 7 elective units

Choose a minimum of 5 electives from the list below.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS201	Contribute to health and safety of self and others
TLID1001A	Shift materials safely using manual handling methods
Group A: General elective units	
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
DEFEXO015	Follow security procedures
DEFEXO002	Respond to fire
DEFEXO004	Examine and certify free from explosive ordnance
DEFEXO062	Operate a small quantity explosives facility
DEFEXO005	Package explosives
DEFEXO006	Unpackage explosives
DEFEXO007	Monitor explosive ordnance environmental conditions
DEFEXO013	Conduct external explosive ordnance maintenance
DEFEXO010	Conduct explosives packaging inspection
DEFEXO012	Conduct electrical/electronic circuitry tests
DEFEXO011	Refurbish explosives packaging
DEFEXO009	Conduct broken seal inspection
DEFEXO014	Gauge explosives

BSBSUS201A	Participate in environmentally sustainable work practices
PUAWER004B	Respond to workplace emergencies
TLIA2012A	Pick and process orders
TLIA2013A	Receive goods
TLIA2021A	Despatch stock
TLID2012A	Operate specialised load shifting equipment
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives
TLIF1002A	Conduct housekeeping activities

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF20812	Certificate II in Explosive Ordnance	E	DEF22115	Certificate II in Explosive Ordnance	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO215A removed from elective units

Links

Companion Volume implementation guides are found in VETNet -
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DEF22215 Certificate II in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF21212 Certificate II in Explosive Ordnance Manufacture.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance manufacture.

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

Choose a minimum of 7 electives from the list below, of which at least 4 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
BSBWHS201	Contribute to health and safety of self and others
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFEXO015	Follow security procedures
DEFEXO003	Establish and maintain the safety and security of explosive ordnance warehouses and workshops
DEFEXO004	Examine and certify free from explosives
DEFEXO005	Package explosives
DEFEXO006	Unpackage explosives
DEFEXO007	Monitor explosive ordnance environmental conditions
DEFEXO013	Conduct external explosive ordnance maintenance
DEFEXO010	Conduct explosives packaging inspection
DEFEXO012	Conduct electrical/electronic circuitry tests
DEFEXO011	Refurbish explosives packaging
DEFEXO014	Gauge explosives
DEFWHS010	Identify confined space
DEFWHS011	Enter confined space
TLID2012A	Operate specialised load shifting equipment
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives

TLIF1002B	Conduct housekeeping activities
Group B: General elective units	
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
DEFMIL089	Shift loads manually utilising non-motorised equipment
DEFEXO002	Respond to fire
BSBSUS201A	Participate in environmentally sustainable work practices
MSS402010A	Manage the impact of change on own work
MSS402001A	Apply competitive systems and practices
MSS402002A	Sustain process improvements
MSS402031A	Interpret product costs in terms of customer requirements
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
MSACMT270A	Use sustainable energy practices
MSAENV272B	Participate in environmentally sustainable work practices
MSS402080A	Undertake root cause analysis
MSAPCII295A	Operate manufacturing equipment
MSAPCII297A	Make an object from cloth using an existing pattern
MSAPCII298A	Make an object from metal
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP210A	Process and record information
MSAPMSUP240A	Undertake minor maintenance
MSAPMSUP292A	Sample and test materials and product
PMAOPS101C	Read dials and indicators
PMAOPS105C	Select and prepare materials

PMAOPS201B	Operate fluid flow equipment
PMAOPS204B	Use utilities and services
PMAOPS205B	Operate heat exchangers
PMAOPS216B	Operate local control system
PMAOPS222B	Operate and monitor pumping systems and equipment
PUAWER004B	Respond to workplace emergencies
TLIA2011A	Package goods
TLID2010A	Operate a forklift

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF21212	Certificate II in Explosive Ordnance Manufacture	E	DEF22215	Certificate II in Explosive Ordnance Manufacture	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated

Links

Companion Volume implementation guides are found in VETNet -
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DEF32115 Certificate III in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF32312 Certificate III in Explosive Ordnance Manufacture.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance manufacture.

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

Packaging Rules

18 units of competency are required for this qualification:

- 4 core units
- 14 elective units

Choose a minimum of 12 electives from the list below, of which at least 7 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a pre-requisite unit is attached to an elective unit it is identified by this symbol L .

The pre-requisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
BSBWHS301	Maintain workplace safety
MSAPMOHS210B	Undertake first response to non-fire incidents
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO066	Inspect explosive ordnance facilities
DEFGEN024	Supervise engineering and logistic tasks
DEFEXO008	Conduct explosives inspection
DEFEXO022	Fuze and defuze explosive ordnance
DEFEXO023	Assemble and disassemble explosive components
DEFEXO101	Dispose of explosives
DEFEXO071	Test for the presence of explosive substances
DEFWHS012	Test confined space environment
DEFWHS013	Control entry to confined spaces
DEFWHS014	Monitor and report on hazardous substances safety
PUAEMR009B	Facilitate emergency risk assessment

MSAPMSUP390A	Use structured problem solving tools
PMAOHS310B	Investigate incidents
PMAOPS300B	Operate a production unit
PMAOPS305B	Operate process control systems
PMAOPS307B	Transfer bulk fluids into/out of storage facility └ PMAOPS201B Operate fluid flow equipment
TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3063A	Operate vehicle carrying special loads
TLID3015A	Identify and label explosives and dangerous goods
TLID2016A	Load and unload explosives and dangerous goods
Group B: General elective units	
DEFMIL089	Shift loads manually utilising non-motorised equipment
DEFEXO002	Respond to fire
DEFEXO081	Apply a knowledge of the service environment
DEFEXO064	Load and unload platforms
DEFEXO102	Destroy unexploded ordnance
DEFGEN006	Work with equity and diversity
BSBSUS201A	Participate in environmentally sustainable work practices
MSACMT270A	Use sustainable energy practices
MSS403002A	Ensure process improvements are sustained
MSAPMOHS300A	Facilitate the implementation of OHS for a work group └ MSAPMOHS200A Work safely
MSS402001A	Apply competitive systems and practices
MSS402002A	Sustain process improvements
MSS402010A	Manage the impact of change on own work
MSS402020A	Apply quick changeover procedures

MSS402030A	Apply cost factors to work practices
MSS402031A	Interpret product costs in terms of customer requirements
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
MSS402060A	Use planning software systems in manufacturing
MSS402061A	Use SCADA systems in operations
MSS402080A	Undertake root cause analysis
MSS402081A	Contribute to the application of a proactive maintenance strategy
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices
MSS403001A	Implement competitive systems and practices
MSS402021A	Apply Just In Time procedures
MSS403021A	Facilitate a Just in Time system
MSS403030A	Improve cost factors in work practices
MSS403032A	Analyse manual handling processes
MSS403040A	Facilitate and improve implementation of 5S
MSS404081A	Undertake proactive maintenance analyses
MSS404082A	Assist in implementing a proactive maintenance strategy
MSS404050A	Undertake process capability improvements └ MSS404052A Apply statistics to processes in manufacturing
MSS403051A	Mistake proof a production process
MSS404052A	Apply statistics to processes in manufacturing
MSS404060A	Facilitate the use of planning software systems in a work area or team
MSS404061A	Facilitate the use of SCADA systems in a team or work area
PUAEMR027	Assess operational risk

PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
TLID2012A	Operate specialised load shifting equipment
TLIF1002B	Conduct housekeeping activities
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF32312	Certificate III in Explosive Ordnance Manufacture	E	DEF32115	Certificate III in Explosive Ordnance Manufacture	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO208C and DEFEO509D removed from elective units DEFGEN024 added to elective units

Links

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DEF32215 Certificate III in Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF32512 Certificate III in Explosive Ordnance Proof and Experimental.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance proof and experimental operations.

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

Packaging Rules

18 units of competency are required for this qualification:

- 5 core units
- 13 elective units

Choose a minimum of 11 electives from the list below, of which at least 5 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
HLTAID002	Provide basic emergency life support
PSPOHS301A	Contribute to workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFEXO004	Examine and certify free from explosive ordnance
DEFEXO081	Apply a knowledge of the service environment
DEFEXO064	Load and unload platforms
DEFEXO021	Breakdown explosive ordnance
DEFEXO022	Fuze and defuze explosive ordnance
DEFEXO023	Assemble and disassemble explosive components
DEFEXO141	Prepare firing points
DEFEXO142	Undertake firings of small arms
DEFEXO143	Undertake firings of other calibre weapons
DEFEXO148	Prepare explosives for proof tests
DEFEXO149	Prepare explosives for metal hardening
DEFEXO156	Operate small watercraft
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment

Group B: General elective units	
BSBSUS201A	Participate in environmentally sustainable work practices
DEFMIL023	Operate a radar to locate targets
DEFMIL067	Maintain radar systems at field operator level
DEFEXO015	Follow security procedures
DEFEXO002	Respond to fire
DEFEXO003	Establish and maintain the safety and security of explosive warehouses and workshops
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO005	Package explosives
DEFEXO006	Unpackage explosives
DEFEXO007	Monitor explosive ordnance environmental conditions
DEFEXO008	Conduct explosives inspection
DEFEXO013	Conduct external explosive ordnance maintenance
DEFEXO010	Conduct explosives packaging inspection
DEFEXO012	Conduct electrical/electronic circuitry tests
DEFSEN001	Operate a radar system
PUAOPE013A	Operate communications systems and equipment
PUAWER004B	Respond to workplace emergencies
TLIA3015A	Complete receipt/despatch documentation
TLID2012A	Operate specialised load shifting equipment
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives
TLIF1002A	Conduct housekeeping activities

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF32512	Certificate III in Explosive Ordnance Proof and Experimental	E	DEF32215	Certificate III in Explosive Ordnance Proof and Experimental	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF32315 Certificate III in Explosive Ordnance Maintenance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF30812 Certificate III in Explosive Ordnance Maintenance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance maintenance.

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

Choose a minimum of 11 electives from the list below, of which at least 4 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS301	Maintain workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFMIL127	Conduct range practices
DEFGEN014	Act as a range safety officer on a permanent range
DEFEXO003	Establish and maintain safety and security of explosive warehouses and workshops
DEFEXO066	Inspect explosives facilities
DEFGEN024	Supervise engineering and logistic tasks
DEFEXO068	Establish and operate an explosive field storage site
DEFEXO063	Operate a large quantity explosives facility
DEFEXO064	Load and unload platforms
DEFEXO008	Conduct explosives inspection
DEFEXO021	Breakdown explosive ordnance
DEFEXO022	Fuze and defuze explosive ordnance
DEFEXO023	Assemble and disassemble explosive components
DEFEXO101	Dispose of explosives
DEFEXO102	Destroy unexploded ordnance

DEFEXO071	Test for the presence of explosive substances
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3063A	Operate vehicle carrying special loads
TLID3015A	Identify and label explosives and dangerous goods
TLID2016A	Load and unload explosives and dangerous goods
TLID3027A	Prepare for transport of dangerous good
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives
Group B: General elective units	
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
DEFEXO015	Follow security procedures
DEFEXO002	Respond to fire
DEFEXO004	Examine and certify free from explosives
DEFEXO005	Package explosives
DEFEXO006	Unpackage explosives
DEFEXO007	Monitor explosive ordnance environmental conditions
DEFEXO013	Conduct external explosive ordnance maintenance
DEFEXO010	Conduct explosive ordnance packaging inspection
DEFEXO012	Conduct electrical/electronic circuitry tests
DEFEXO011	Refurbish explosives packaging
DEFEXO014	Gauge explosives
BSBSUS201A	Participate in environmentally sustainable work practices

PUAWER004B	Respond to workplace emergencies
TLIA3015A	Complete receipt/despatch documentation
TLIA2022A	Participate in stocktakes
TLID2012A	Operate specialised load shifting equipment
TLIE3002A	Estimate/calculate mass, area and quantify dimensions
TLIF1002B	Conduct housekeeping activities

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF30812	Certificate III in Explosive Ordnance Maintenance	E	DEF32315	Certificate III in Explosive Ordnance Maintenance	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO208C and DEFEO509D removed from elective units DEFGEN024 added to elective units

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF32415 Certificate III in Explosive Ordnance Operations

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF30912 Certificate III in Explosive Ordnance Operations.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in explosive operations.

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

Choose a minimum of 11 electives from the list below, of which at least 4 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS301	Maintain workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO101	Dispose of explosives
DEFEXO102	Destroy unexploded ordnance
DEFEXO115	Supervise military explosive task
DEFEXO065	Prepare and arm weapons systems
DEFEXO108	Conduct military demolition operations
DEFEXO109	Lay and clear booby traps
DEFEXO110	Lay and clear mines
DEFEXO111	Conduct underwater explosive demolitions
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
TLIB3006A	Carry out inspection of vehicles designed to carry special loads

TLIC3063A	Operate vehicle carrying special loads
TLID3015A	Identify and label explosives and dangerous goods
TLID2016A	Load and unload explosives and dangerous goods
Group B: General elective units	
DEFMIL024	Conduct military searches
DEFGEN014	Act as a range safety officer on a permanent range
DEFGEN015	Conduct basic range practices on a permanent range
DEFEXO004	Examine and certify free from explosives
DEFEXO005	Package explosives
DEFEXO006	Unpackage explosives
DEFEXO007	Monitor explosive ordnance environmental conditions
DEFEXO008	Conduct explosives inspection
DEFEXO013	Conduct external explosive ordnance maintenance
DEFEXO010	Conduct explosives packaging inspection
DEFEXO012	Conduct electrical/electronic circuitry tests
DEFEXO011	Refurbish explosives packaging
BSBSUS201A	Participate in environmentally sustainable work practices
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
PUAEMR026	Treat operational risk └ PUAEMR027 Assess operational risk

PUAEMR027	Assess operational risk
PUAPOLFC003B	Detect, record and collect physical evidence
PUAWER004B	Respond to workplace emergencies
TLIA3015A	Complete receipt/despatch documentation
TLID2012A	Operate specialised load shifting equipment
TLID3027A	Prepare for transport of dangerous goods
TLIF1002B	Conduct housekeeping activities
TLIF2012A	Apply safe procedures when handling/transporting dangerous goods or explosives

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF30912	Certificate III in Explosive Ordnance Operations	E	DEF32415	Certificate III in Explosive Ordnance Operations	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF33115 Certificate III in Sensor Operations

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>Supersedes and is not equivalent to DEF32212 Certificate III in Sensor Operations.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • PUATEA004D/TDMMH507B/BSBSUS201A/PUATEA001B/PUATEA002B have been removed • DEFGEN001, DEFGEN002 added as electives • DEF401C and DEF5001C removed from core and replaced by DEFSEN006/DEFSEN008/DEFCMM004 • DEFEO201C has been removed from electives

Qualification Description

This qualification allows for the attainment of competencies for the collection, correlation and dissemination of sensor information, in order to create an accurate and timely tactical picture. It qualifies individuals who apply a broad range of knowledge and skills in varied contexts.

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

Packaging Rules

12 units of competency are required for this qualification:

- 5 core units
- 7 elective units

Choose a minimum of 5 elective units from the list below, of which at least 1 must be taken from Group A.

Choose the remaining 2 elective units from either the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFCMM001	Maintain security in a Defence communications and information systems environment
DEFSEN006	Optimise and monitor sensor display
DEFSEN008	Support the compilation of the tactical picture
DEFCMM004	Conduct operator level maintenance in a Defence environment
DEFSEN007	Provide general support to sensor systems operations
Group A: Specialisation units	
DEFSEN002	Operate a sonar system
DEFSEN001	Operate a radar system
DEFSEN003	Operate a torpedo fire control system
DEFSEN005	Operate decoy systems
DEFCMM005	Transmit and receive messages via voice systems
Group B: General elective units	
BSBADM101	Use business equipment and resources
BSBINM201	Process and maintain workplace information
BSBWHS201	Contribute to health and safety of self and others
DEFGEN006	Work with equity and diversity
PUAOPE015A	Conduct briefings and debriefings
DEFGEN001	Work in a team

DEFGEN002	Work independently
BSBWRT301	Write simple documents
PSPSEC405A	Handle security classified information

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF42115 Certificate IV in Explosive Ordnance Maintenance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF40412 Certificate IV in Explosive Ordnance Maintenance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance maintenance.

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

Choose a minimum of 11 electives from the list below, of which at least 7 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS301	Maintain workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFGEN025	Control engineering and logistic processes
DEFEXO082	Apply a knowledge of explosives
DEFEXO067	License explosive facilities and potential explosive sites
DEFEXO021	Breakdown explosive ordnance
DEFEXO041	Maintain grenades
DEFEXO042	Maintain mortar ammunition
DEFEXO043	Maintain actuating devices
DEFEXO044	Maintain pyrotechnics and countermeasures
DEFEXO045	Maintain guided weapons
DEFEXO046	Maintain free flight rockets
DEFEXO047	Maintain gun ammunition
DEFEXO048	Maintain aerial delivered ordnance
DEFEXO049	Maintain mines
DEFEXO050	Maintain demolition stores

DEFEXO121	Assess explosive firings
DEFEXO122	Plan explosive trials
DEFEXO123	Conduct explosive trials
DEFEXO124	Perform explosive tests, measurements and analyses
DEFEXO128	Conduct explosive firings
DEFEXO051	Maintain aircraft egress systems
DEFEXO052	Maintain cartridge operated fire extinguisher systems
TLIF4007A	Implement and coordinate accident-emergency procedures
Group B: General elective units	
DEFMIL127	Conduct range practices
DEFGEN014	Act as a range safety officer on a permanent range
DEFEXO003	Establish and maintain the safety and security of explosive warehouses and workshops
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO081	Apply a knowledge of the service environment
DEFEXO066	Inspect explosive ordnance facilities
DEFGEN024	Supervise engineering and logistic tasks
DEFEXO068	Establish and operate an explosive field storage site
DEFEXO022	Fuze and defuze explosive ordnance
DEFEXO023	Assemble and disassemble explosive components
DEFGEN010	Supervise equity and diversity in the workplace
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
BSBAUD402	Participate in a quality audit
BSBSUS301A	Implement and monitor environmentally sustainable work practices

HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
PUAWER004B	Respond to workplace emergencies
TLIA2022A	Participate in stocktakes
TLIA3023A	Coordinate stocktakes
TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3063A	Operate vehicle carry special loads
TLID3027A	Prepare for transport of dangerous good
TLID3015A	Identify and label explosives and dangerous goods
TLID2016A	Load and unload explosives and dangerous goods
TLIE3002A	Estimate/calculate mass, area and quantify dimensions

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF40412	Certificate IV in Explosive Ordnance Maintenance	E	DEF42115	Certificate IV in Explosive Ordnance Maintenance	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO208C, DEFEO209C and DEFEO509D removed from elective units DEFGEN024 and DEFGEN025 added to elective units

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

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Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF42215 Certificate IV in Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF42012 Certificate IV in Explosive Ordnance Proof and Experimental.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO209C removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance proof and experimental operations.

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

Packaging Rules

17 units of competency are required for this qualification:

- 5 core units
- 12 elective units

Choose a minimum of 10 electives from the list below, of which at least 7 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
HLTAID002	Provide basic emergency life support
PSPOHS301A	Contribute to workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFMIL063	Produce meteorological data
DEFEXO081	Apply a knowledge of the service environment
DEFEXO082	Apply a knowledge of explosives
DEFEXO121	Assess explosive firings
DEFEXO122	Plan explosive trials
DEFEXO144	Conduct static tests
DEFEXO145	Conduct dynamic small arms tests
DEFEXO146	Conduct dynamic other calibre tests
DEFEXO147	Conduct environmental tests
DEFEXO150	Acquire data related to velocity

DEFEXO151	Acquire data related to pressure
DEFEXO152	Acquire data related to time
DEFEXO153	Acquire data related to environment
DEFEXO154	Acquire data related to imagery
DEFEXO155	Provide survey data for proof and experimental firing
DEFEXO156	Operate small watercraft
DEFTST003	Conduct testing processes
Group B: General elective units	
DEFMIL069	Supervise indirect fire weapons
DEFMIL127	Conduct range practices
DEFMIL128	Manage range practices and qualifications
DEFMIL135	Supervise the operation of mortars
DEFMIL136	Supervise the operation of direct fire support weapons
DEFGEN014	Act as a range safety officer on a permanent range
DEFGEN015	Conduct basic range practices on a permanent range
DEFEXO003	Establish and maintain the safety and security of explosive warehouses and workshops
DEFGEN024	Supervise engineering and logistic tasks
DEFGEN025	Control engineering and logistic processes
DEFGEN010	Supervise equity and diversity in the workplace
DEFWHS010	Identify confined space
DEFWHS011	Enter confined space
DEFWHS012	Test confined space environment
DEFWHS013	Control entry to confined spaces
DEFGEN008	Treat risk within Defence at an operational level

DEFGEN007	Conduct risk assessment in a Defence environment
BSBADM409A	Coordinate business resources
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBREL401A	Establish networks
BSBSUS301A	Implement and monitor environmentally sustainable work practices
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
PUAWER004B	Respond to workplace emergencies
PSPPROC303A	Carry out basic procurement
PSPGOV404B	Develop and implement work unit plans
PSPPM401B	Design simple projects
PSPPM402B	Manage simple projects
PSPPM403B	Close simple projects
TLIF4007A	Implement and coordinate accident-emergency procedures
TLID2016A	Load and unload explosives and dangerous goods

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF42012	Certificate IV in Explosive Ordnance Proof and Experimental	E	DEF42215	Certificate IV in Explosive Ordnance Proof and Experimental	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO208C and

					DEFEO209C removed from elective units <ul style="list-style-type: none">• DEFGEN024 and DEFGEN025 added to elective units
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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

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Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF42315 Certificate IV in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF41912 Certificate IV in Explosive Ordnance Manufacture.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance manufacture.

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

Packaging Rules

18 units of competency are required for this qualification:

- 4 core units
- 14 elective units

Choose a minimum of 12 electives from the list below, of which at least 7 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
MSAPMOHS210B	Undertake first response to non-fire incidents
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFGEN025	Control engineering and logistic processes
DEFEXO082	Apply a knowledge of explosives
DEFEXO067	License explosive facilities and potential explosive sites
DEFEXO021	Breakdown explosive ordnance
DEFEXO041	Maintain grenades
DEFEXO042	Maintain mortar ammunition
DEFEXO043	Maintain actuating devices
DEFEXO044	Maintain pyrotechnics and countermeasures
DEFEXO045	Maintain guided weapons
DEFEXO046	Maintain free flight rockets
DEFEXO047	Maintain gun ammunition

DEFEXO048	Maintain aerial delivered ordnance
DEFEXO049	Maintain mines
DEFEXO050	Maintain demolition stores
DEFEXO121	Assess explosive firings
DEFEXO122	Plan explosive trials
DEFEXO123	Conduct explosive trials
DEFEXO124	Perform explosive tests, measurements and analyses
DEFEXO128	Conduct explosive firings
BSBWOR404	Develop work priorities
MSAPMOPS400A	Optimise process/plant area └ MSAPMSUP390A Use structured problem solving tools
MSAPMOPS401A	Trial new process or product
PMAOPS410B	Monitor remote production facilities
PMAOPS411B	Manage plant shutdown and restart
PMASUP440B	Commission/recommission plant
TLIF4007A	Implement and coordinate accident-emergency procedures
Group B: General elective units	
DEFEXO002	Respond to fire
DEFEXO003	Establish and maintain the safety and security of explosive warehouses and workshops
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO081	Apply a knowledge of the service environment
DEFEXO066	Inspect explosive facilities
DEFGEN024	Supervise engineering and logistic tasks
DEFEXO022	Fuze and defuze explosive ordnance
DEFEXO023	Assemble and disassemble explosive components

DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBLDR403	Lead team effectiveness
MSS404060A	Facilitate the use of planning software systems in a work area or team
MSS404061A	Facilitate the use of SCADA systems in a team or work area
MSS402060A	Use planning software systems in manufacturing
MSS403001A	Implement competitive systems and practices
MSACMS401A	Ensure process improvements are sustained
MSS403005A	Facilitate use of a Balanced Scorecard for performance improvement
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices
MSS403051A	Mistake proof a production process
MSS404050A	Undertake process capability improvements └ MSS404052A Apply statistics to processes in manufacturing
MSS404052A	Apply statistics to processes in manufacturing
MSS404081A	Undertake proactive maintenance analyses
MSS404082A	Assist in implementing a proactive maintenance strategy
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
PUAEMR026	Treat operational risk └ PUAEMR027 Assess operational risk
PUAEMR027	Assess operational risk

TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3063A	Operate vehicle carry special loads
TLID2016A	Load and unload explosives and dangerous goods
TLID3015A	Identify and label explosives and dangerous goods

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF41912	Certificate IV in Explosive Ordnance Manufacture	E	DEF42315	Certificate IV in Explosive Ordnance Manufacture	<ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF42415 Certificate IV in Explosive Ordnance Operations

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF40512 Certificate IV in Explosive Ordnance Operations.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance operations.

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

Choose a minimum of 11 electives from the list below, of which at least 3 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS301	Maintain workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFMIL082	Perform military high-risk search
DEFEXO082	Apply a knowledge of explosives
DEFEXO115	Supervise military explosive task
DEFEXO116	Control military explosive operations
DEFEXO105	Contribute to disposal of explosive ordnance
DEFEXO126	Conduct post blast analysis
MSL974003A	Perform chemical tests and procedures
TLIF4007A	Implement and coordinate accident-emergency procedures
Group B: General elective units	
DEFMIL024	Conduct military searches
DEFEXO104	Operate an in-service remote positioning vehicle
DEFEXO003	Establish and maintain the safety and security of explosive ordnance

	warehouses and workshops
DEFEXO103	Dispose of non-explosive dangerous goods
DEFEXO065	Prepare and arm weapon systems
DEFEXO108	Conduct military demolition operations
DEFEXO109	Lay and clear booby traps
DEFEXO110	Lay and clear mines
DEFEXO111	Conduct underwater explosive demolitions
DEFEXO112	Detect, record and collect evidence
DEFGEN010	Supervise equity and diversity in the workplace
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
BSBSUS301A	Implement and monitor environmentally sustainable work practices
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
PUAEMR026	Treat operational risk └ PUAEMR027 Assess operational risk
PUAEMR027	Assess operational risk
PUAWER004B	Respond to workplace emergencies
TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3063A	Operate vehicle carry special loads
TLID3015A	Identify and label explosives and dangerous goods

TLID2016A	Load and unload explosives and dangerous goods
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Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF40512	Certificate IV in Explosive Ordnance Operations	E	DEF42415	Certificate IV in Explosive Ordnance Operations	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF43115 Certificate IV in Electronic Forensics

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Qualification Description

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities to conduct a forensic investigation to lawfully establish evidence that is often found in digital storage mediums and computers. It qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work in Electronic Forensics.

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

Packaging Rules

14 units of competency are required for this qualification:

- 5 core units
- 9 elective units

Choose a minimum of 7 elective units from the list below, of which at least 4 must be taken from Group A.

Choose the remaining 2 elective units from either the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFFOR001	Inspect, maintain and test electronic forensic equipment
DEFFOR002	Conduct initial electronic investigation
DEFFOR003	Gather and analyse information
DEFFOR004	Capture forensic photographic images
DEFFOR005	Compile and submit electronic forensic documentation
Group A: Specialisation units	
DEFFOR007	Set up, operate and maintain a portable audio recorder
DEFGEN023	Capture video images
ICTICT206	Install software application
ICTICT302	Install and optimise operating system software
ICTICT303	Connect internal hardware components
ICTSAS203	Connect hardware peripherals
ICTSAS205	Maintain IT system integrity
PSPLEGN401A	Encourage compliance with legislation in the public sector
Group B: General elective units	
DEFGEN006	Work with equity and diversity
DEFGEN008	Treat risk within defence at an operational level
DEFGEN007	Conduct risk assessment in a defence environment
BSBWHS301	Maintain workplace safety
BSBWHS201	Contribute to health and safety of self and others
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWOR501	Manage personal work priorities and professional development

PSPGOV315A	Give and receive work place feedback
PSPPM402B	Manage simple projects
PSPPM403B	Close simple projects
PSPPM404A	Carry out simple project activities
PSPPM405A	Administer simple projects
DEFGEN005	Develop relationships with other organisations
PUAOPE015	Conduct briefings / debriefings
DEFGEN001	Work in a team

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF43215 Certificate IV in Simulator Maintenance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Qualification Description

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities to trouble-shoot, repair and maintain electronic and mechanical components of simulators used in training (for example pilot training). Skills involve the use of specialized tools, test equipment, built-in diagnostic equipment and technical data to isolate and locate faulty components or system malfunctions.

It qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work in simulator maintenance.

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

Packaging Rules

14 units of competency are required for this qualification:

- 7 core units
- 7 elective units

Choose a minimum of 5 elective units from the list below, of which at least 4 must be taken from Group A.

Choose the remaining 2 elective units from either the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFSIM001	Fault find and repair simulator power distribution and control systems
DEFSIM002	Fault find and repair simulator computer systems and peripheral hardware
DEFSIM003	Fault find and repair simulator image generator and visual display systems
DEFSIM004	Fault find and repair simulator motion and control loading systems
DEFSIM005	Fault find and repair simulator sound systems
DEFSIM008	Work effectively with simulator systems
DEFSIM009	Operate the simulator for testing purposes
Group A: Specialisation units	
DEFSIM006	Fault find and repair simulator weapons systems
TLIX4031A	Apply knowledge of configuration management
DEFSIM007	Conduct simulator performance evaluation
MEM07001B	Perform operational maintenance of machines/equipment
BSBWHS301	Maintain workplace safety
BSBMGT402	Implement operational plan
BSBMGT403	Implement continuous improvement
BSBWHS201	Contribute to health and safety of self and others
ICTICT206	Install software application
ICTICT302	Install and optimise operating system software
ICTICT303	Connect internal hardware components

ICTSAS203	Connect hardware peripherals
ICTSAS205	Maintain IT system integrity
TLIX4032A	Apply knowledge of technical regulatory framework
Group B: General elective units	
BSBCUS402	Address customer needs
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR501	Manage personal work priorities and professional development
DEFGEN006	Work with equity and diversity
HLTAID003	Provide first aid
DEFGEN005	Develop relationships with other organisations
PUAOPE015	Conduct briefings/debriefings
DEFGEN001	Work in a team
TLID1001A	Shift materials safely using manual handling methods
TLID2010A	Operate a forklift
TLID2013A	Move materials mechanically using automated equipment
TLID3043A	Shift loads using gantry equipment
TLIO1002A	Follow security procedures when working with passengers and personnel

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF43315 Certificate IV in Work Health Safety

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF42512 Certificate IV in Work Health Safety.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in Work Health Safety.

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

Packaging Rules

10 units of competency are required for this qualification:

- 6 core units
- 4 elective units

Choose a minimum of 2 electives from the list below.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFGEN012	Provide technical advice
DEFWHS016	Conduct work health and safety inspections
BSBWHS404	Contribute to WHS identification, risk assessment and risk control
BSBWHS402	Assist with compliance with WHS laws
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBRISK401A	Identify risk and apply risk management processes
Group A: General elective units	
DEFWHS017	Apply knowledge of WHS legislation
DEFWHS001	Identify and monitor radiation hazards
DEFWHS003	Apply radio frequency radiation safety procedures
DEFWHS005	Apply ionising radiation safety procedures
DEFWHS007	Work safely with lasers
DEFWHS008	Apply laser safety procedures
DEFWHS010	Identify confined space
DEFWHS011	Enter confined space
DEFWHS012	Test confined space environment
DEFWHS013	Control entry to confined spaces
DEFWHS014	Monitor and report on hazardous substances safety
BSBAUD402	Participate in a quality audit

BSBAUD504	Report on a quality audit
PSPGOV405B	Provide input to change processes
PSPGOV417A	Identify and treat risks
PSPSOHS402A	Contribute to the implementation of the OHS consultation process
PUAEMR009B	Facilitate emergency risk assessment
PUAEMR012B	Determine treatment options ⊣ PUAEMR008B Contribute to an emergency risk management process OR ⊣ PUAEMR009B Facilitate emergency risk assessment
PUAEMR013B	Facilitate treatment strategy development and implementation ⊣ PUAEMR012B Determine treatment options

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF42512	Certificate IV in Work Health Safety	E	DEF43315	Certificate IV in Work Health Safety	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF45115 Certificate IV in Range Control

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>Supersedes and is not equivalent to DEF40612 Certificate IV in Range Control.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • PUACOM002B removed from core • PUACOM007B removed from core • DEFGEN005 added as an elective

Qualification Description

This qualification allows for the attainment of competencies as a range control officer. The term range refers to any area of land, sea or air that may be designated for military manoeuvres or simulated wartime operations. Range control officers are responsible for the safe and effective coordination of training activities on assigned training areas. Range control officers are generally located at or near their training area. The unit qualifies individuals to apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work in range control.

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

Packaging Rules

12 units of competency are required for this qualification:

- 6 core units
- 6 elective units

Choose a minimum of 4 elective units from the list below.

Choose the remaining 2 elective units from either the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFRNG001	Provide technical advice on ranges and training areas
DEFGEN011	Interpret policy, legislation and regulations
DEFRNG003	Approve training area and range activities
DEFRNG004	Monitor and control training area and range activities
DEFRNG007	Conduct training area inspections
DEFGEN005	Develop relationships with other organisations
Group A: Elective units	
DEFGEN010	Supervise equity and diversity in the workplace
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
DEFRNG002	Develop and maintain range standing orders
DEFRNG009	Supervise contractors
BSBSUS301A	Implement and monitor environmentally sustainable work practices
PSPPROC406B	Procure goods and services

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF51115 Diploma of Leadership

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is not equivalent to DEF51512 Diploma of Military Leadership.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • BSBWOR501B removed from core units • DEFGEN004 and DEFGEN003 added to core units • BSBCM311B, BSBWOR502B, PSPGOV406B have moved from core to elective units • DEFCM406C, DEFCM008B have moved from electives to core units • DEFCM406B, DEFCM411B, DEFCM413B, DEFCM415B, DEFCM416C, DEFCM002C, DEFCM101C, DEFCM102C, DEFCM103C, DEFCM118B, DEFCM119B, DEFCM130, DEFCM131, DEFCM201B, DEFCO401C, DEFCM005B, DEFEQ002B, BSBSUS301A, HLTHIR403C, CHCCSL503B, CSCSAS402B, PUACOM001C, PUATEA003B, TAAASS401C, TAADEL403B, TAAENV401B, TAAENV402B, TAEASS402A, TAEDEL401A removed from elective units • DEFLAW007, DEFGEN006, CPCCOHS1001A, BSBCM201, DEFMIL030, DEFLAW001, BSBWRT401, BSBITU401, BSBRSK401, BSBRES401, BSBCRT401 added as elective units

Qualification Description

This qualification allows for the attainment of competencies in leadership. This qualification was written for Defence officers, but may apply to any person required to provide leadership in difficult circumstances. The leadership context will vary depending on the occupational groups; these occupational outcomes are not reflected in the qualification.

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

Packaging Rules

14 units of competency are required for this qualification:

- 4 core units
- 10 elective units

Choose a minimum of 6 electives from the list below.

Choose the remaining 4 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFMIL008	Display the attributes of an Australian soldier
DEFGEN004	Maintain personal performance
DEFGEN003	Lead a team.
DEFGEN012	Provide technical advice
Group A: Elective units	
DEFMIL006	Operate in a threat environment
DEFMIL001	Use personal camouflage and concealment in a threat environment
DEFMIL125	Operate a service rifle on operations
DEFMIL007	Participate in ceremonial activities
DEFGEN013	Provide initial response to combat casualty
HLTAID003	Provide first aid
DEFLAW007	Conduct a quick assessment
SISONAV302A	Apply navigation skills in an intermediate environment

PSPGOV403B	Use resources to achieve work unit goals
BSBWHS301	Maintain workplace safety
BSBWOR502	Lead and manage team effectiveness
PSPGOV406B	Gather and analyse information
PSPGOV201B	Work in a public sector environment
DEFGEN006	Work with equity and diversity
CPCCOHS1001A	Work safely in the construction industry
PSPGOV207B	Use technology in the workplace
BSBCMM201	Communicate in the workplace
DEFMIL029	Supervise combat operations
DEFLAW001	Provide advice on service discipline law
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN007	Conduct risk assessment in a Defence environment
PUAOPE013A	Operate communications systems and equipment
BSBWRT401	Write complex documents
BSBITU401	Design and develop complex text documents
BSBRSK401	Identify risk and apply risk management processes
BSBRES401	Analyse and present research information
BSBCRT401	Articulate, present and debate ideas

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF52115 Diploma of Explosive Ordnance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF50612 Diploma of Explosive Ordnance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance.

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

Packaging Rules

14 units of competency are required for this qualification:

- 4 core units
- 10 elective units

Choose a minimum of 8 electives from the list below, of which at least 4 must be taken from Group A.

No more than 1 HLTAID unit from this list can be used for this qualification.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L .

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
BSBWHS301	Maintain workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFMIL088	Coordinate area and route search, and clearance of explosive ordnance
DEFEXO070	Conduct technical explosive investigations
DEFGEN026	Manage engineering and logistic operations
DEFEXO069	Plan loading of dangerous goods
DEFEXO129	Develop unique explosives
DEFEXO125	Determine the properties of explosives
DEFEXO117	Manage military explosive operations
DEFEXO106	Conduct explosive ordnance disposal operations
DEFEXO107	Conduct improvised explosive ordnance device disposal operations
DEFEXO083	Apply explosive ordnance design principles
DEFEXO061	Render explosive ordnance inert

DEFEXO113	Remove explosive ordnance from damaged aircraft
DEFEXO112	Detect, record and collect evidence
TLIA5029A	Plan and manage storage of dangerous goods and hazardous substances
Group: B General elective units	
DEFGEN027	Manage equity and diversity
DEFEXO126	Conduct post blast analysis
DEFWHS009	Develop laser safety plans
BSBAUD501	Initiate a quality audit
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
BSBMGT502	Manage people performance
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Lead and manage team effectiveness
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
MSL974003A	Perform chemical tests and procedures
PUACOM002B	Provide services to clients
PUACOM007B	Liaise with other organisations
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk

PUAEMR025	Manage risk treatment implementation
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUAEMR026	Treat operational risk └ PUAEMR027 Assess operational risk
PUAEMR027	Assess operational risk
PUATEA003B	Lead, manage and develop teams
PUAWER004B	Respond to workplace emergencies

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF50612	Diploma of Explosive Ordnance	E	DEF52115	Diploma of Explosive Ordnance	DEF unit codes updated Imported units updated DEFEO210C removed DEFGEN026 added to electives

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF52215 Diploma of Explosive Ordnance Manufacture

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF51312 Diploma of Explosive Ordnance Manufacture.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance manufacture.

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

Packaging Rules

16 units of competency are required for this qualification:

- 4 core units
- 12 elective units

Choose a minimum of 10 electives from the list below, of which at least 5 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
BSBWHS501	Ensure a safe workplace
MSAPMOHS210B	Undertake first response to non-fire incidents
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFEXO070	Conduct technical explosive investigations
DEFGEN026	Manage engineering and logistic operations
DEFEXO082	Apply a knowledge of explosives
DEFEXO067	License facilities and potential explosive sites
DEFEXO122	Plan explosive trials
DEFEXO123	Conduct explosive trials
DEFEXO124	Perform explosive tests, measurements and analyses
DEFEXO128	Conduct explosive firings
DEFEXO129	Develop unique explosives
DEFEXO125	Determine the properties of explosives
DEFEXO083	Apply explosive ordnance design principles
MSAPMOPS401A	Trial new process or product

PMASUP540B	Analyse equipment performance
PUAEMR022	Establish context for emergency risk assessment
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
PUAEMR026	Treat operational risk └ PUAEMR027 Assess operational risk
PUAEMR027	Assess operational risk
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
Group B: General elective units	
DEFEXO002	Respond to fire
DEFEXO081	Apply a knowledge of the service environment
BSBMGT502	Manage people performance
BSBMGT517	Manage operational plan
BSBMGT516	Facilitate continuous improvement
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Ensure team effectiveness
MSS405002A	Analyse and map a value stream
MSS405003A	Manage a value stream
MSS405021A	Develop a Just in Time system
MSS405030A	Optimise cost of a product or service
MSS405031A	Undertake value analysis of product or process cost in terms of customer requirements

MSS015002A	Develop strategies for more sustainable use of resources
MSS404052A	Apply statistics to processes in manufacturing
MSS405001A	Develop competitive systems and practices for an organisation
MSS405004A	Develop business plans in an organisation implementing competitive systems and practices
MSS405020A	Develop quick changeover procedures
MSS405040A	Manage 5S system in an organisation
MSS405050A	Determine and improve process capability └ MSS404052A Apply statistics to processes in manufacturing
MSS405060A	Develop the application of enterprise control systems in an organisation
MSS405061A	Determine and establish information collection requirements and processes
MSS405070A	Develop and manage sustainable energy practices
MSS405075A	Facilitate the development of a new product └ MSS404052A Apply statistics to processes in manufacturing
MSS405081A	Develop a proactive maintenance strategy
PUACOM002B	Provide services to clients
PUACOM007B	Liaise with other organisations
PUATEA003B	Lead, manage and develop teams

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF51312	Diploma of Explosive Ordnance Manufacture	E	DEF52215	Diploma of Explosive Ordnance Manufacture	<ul style="list-style-type: none"> DEF unit codes updated Imported units updated DEFEO210C

					removed • DEFGEN026 added to electives
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Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF52315 Diploma of Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF51412 Diploma of Explosive Ordnance Proof and Experimental.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance proof and experimental operations.

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

Packaging Rules

15 units of competency are required for this qualification:

- 5 core units
- 10 elective units

Choose a minimum of 8 electives from the list below, of which at least 5 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol L.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFGEN006	Work with equity and diversity
HLTAID002	Provide basic emergency life support
PSPOHS301A	Contribute to workplace safety
TLID1001A	Shift materials safely using manual handling methods
Group A: Specialisation units	
DEFTST001	Plan testing and evaluation processes
DEFTST002	Prepare testing and evaluation processes
DEFTST003	Conduct testing processes
DEFTST004	Evaluate testing
DEFTST005	Produce test and evaluation reports
DEFEXO070	Conduct technical explosive ordnance investigations
DEFGEN026	Manage engineering and logistic operations
DEFEXO083	Apply explosive ordnance design principles
Group B: General elective units	
DEFGEN012	Provide technical advice
DEFGEN027	Manage equity and diversity

DEFWHS004	Develop radio frequency radiation safety plans
DEFWHS006	Develop ionising radiation safety plans
DEFWHS009	Develop laser safety plans
DEFRNG002	Develop and maintain range standing orders
DEFRNG003	Approve training area and range activities
DEFRNG004	Monitor and control training area and range activities
DEFRNG005	Manage emergency operations
DEFRNG006	Conduct range inspections
DEFRNG008	Manage training area and range contamination
DEFRNG009	Supervise contractors
DEFRNG010	Monitor and implement environmental plans and procedures
BSBMGT502	Manage people performance
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Ensure team effectiveness
PSPPM501B	Design complex projects
PSPPM502B	Manage complex projects
PSPPM503B	Close complex projects
PSPPM504A	Carry out complex project activities
PUACOM002B	Provide services to clients
PUACOM007B	Liaise with other organisations
PUAEMR023	Assess emergency risk └ PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation

PUATEA003B	Lead, manage and develop teams
PUAWER004B	Respond to workplace emergencies
TLIA5029A	Plan and manage storage of dangerous goods and hazardous substances

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF51412	Diploma of Explosive Ordnance Proof and Experimental	E	DEF52315	Diploma of Explosive Ordnance Proof and Experimental	<ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF53115 Diploma of Electronic Forensics

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Qualification Description

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities to conduct and manage a forensic investigation and to lawfully establish evidence that is often found in digital storage mediums and computers. It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work in electronic forensics.

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

Packaging Rules

12 units of competency are required for this qualification:

- 5 core units
- 7 elective units

Choose a minimum of 5 elective units from the list below, of which at least 3 must be taken from Group A.

Choose the remaining 2 elective units from either the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFFOR006	Conduct electronic data search and analysis
DEFFOR008	Detect, record and collect electronic evidence
DEFFOR009	Give evidence of electronic media crime
DEFFOR010	Produce an electronic media image for forensic purposes
DEFFOR011	Assess, control and examine electronic incident scenes
Group A: Specialisation units	
BSBMGT517	Manage operational plan
BSBWOR501	Manage personal work priorities and professional development
PUACOM003B	Manage information
DEFGEN005	Develop relationships with other organisations
PSPLEGN501B	Promote compliance with legislation in the public sector
Group B: General elective units	
BSBCUS501	Manage quality customer service
BSBFIM501	Manage budgets and financial plans
BSBINM501	Manage an information or knowledge management system
BSBLED501	Develop a workplace learning environment
BSBMGT516	Facilitate continuous improvement
BSBWHS501	Ensure a safe workplace
BSBPMG522	Undertake project work
BSBRISK501	Manage risk
DEFGEN003	Lead a team
ICTNWK305	Install and manage network protocols

ICTICT304	Implement system software changes
ICTNWK410	Install hardware to a network
ICTNWK411	Deploy software to networked computers
MSL974008A	Capture and manage scientific images
PSPGOV513A	Refine complex workplace documents
PSPMNGT614A	Facilitate knowledge management
PSPMNGT615A	Influence workforce effectiveness
PUACOM004B	Manage Organisational communication strategies
PUACOM010B	Promote the organisation's mission and services
DEFGEN007	Conduct risk assessment in a Defence environment
PUAOHS002B	Maintain safety at an incident scene
PUAOPE015	Conduct briefings/debriefings

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF53215 Diploma of Simulator Maintenance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Qualification Description

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities of a simulator maintenance manager and a senior simulator technician. These technicians can manage simulator maintenance as well as complete complex testing, fault finding and evaluation of simulation equipment. It qualifies individuals who apply maintenance management and integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work in simulator maintenance.

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

Packaging Rules

12 units of competency are required for this qualification:

- 2 core units
- 10 elective units

Choose a minimum of 8 elective units from the list below, of which at least 6 must be taken from Group A.

Choose the remaining 2 elective units from either the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFSIM007	Conduct simulator performance evaluation
DEFSIM008	Work effectively with simulator systems
Group A: Specialisation units	
BSBMGT516	Facilitate continuous improvement
BSBWHS501	Ensure a safe workplace
BSBRSK501	Manage risk
TLIX4032A	Apply knowledge of technical regulatory framework
TLIX5021A	Manage configuration management processes
MEM14088A	Apply maintenance engineering techniques to equipment and component repairs and modifications
MEM15011B	Exercise external quality assurance
MSS402080A	Undertake root cause analysis
MSS404081A	Undertake proactive maintenance analyses
MSS405031A	Undertake value analysis of product or process costs in terms of customer requirements
MSS405081A	Develop a proactive maintenance strategy
TLIB5010A	Plan and implement maintenance schedules
TLIX4029A	Apply knowledge of integrated logistics support
TLIX5020A	Develop and review configuration management plans
TLIX5036A	Manage and monitor technical data and information systems
Group B: General elective units	
BSBCUS501	Manage quality customer service
MEM14086A	Apply mechatronic engineering analysis techniques

BSBFIM501	Manage budgets and financial plans
BSBINM501	Manage an information or knowledge management system
BSBINN502	Build and sustain an innovative work environment
BSBLED501	Develop a workplace learning environment
BSBMGT502	Manage people performance
BSBMGT517	Manage operational plan
BSBPMG522	Undertake project work
BSBWOR501	Manage personal work priorities and professional development
ICTICT304	Implement system software changes
ICTNWK305	Install and manage network protocols
ICTNWK410	Install hardware to a network
ICTNWK411	Deploy software to networked computers
DEFGEN007	Conduct risk assessment in a Defence environment
PUAOPE015	Conduct briefings/debriefings

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF53415 Diploma of Institutional and Operational Chaplaincy

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Qualification Description

This qualification has been designed to provide a package of competencies reflecting the responsibilities of a chaplain. The role of the chaplain is principally to do with religious ministry; however in the Australian Defence Force that ministry extends well beyond the community model of a minister of religion. Chaplains remain active members of their denominational church organisation and they cannot continue to practice without the endorsement of their church, yet they are also commissioned members of the Australian Defence Force. Their role is governed by two disparate yet culturally sympathetic entities, a military chaplain must provide spiritual ministry to all members of Defence, regardless of faith or denomination. This qualification was developed within Defence but could be used by other organisations.

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

Packaging Rules

Packaging rules

10 units of competency are required for this qualification:

- 4 core units
- 6 elective units

Choose a minimum of 4 elective units from the list below.

Choose the remaining 2 elective units either from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFCHP001	Provide pastoral care
DEFCHP002	Provide ethical and pastoral advise
DEFCHP003	Deliver chaplaincy services
DEFCHP004	Conduct and facilitate religious observances and activities
Group A: Elective units	
PUAPRO001B	Promote a learning environment in the workplace
DEFCHP005	Perform as an effective member of the Chaplains' branch
DEFCHP006	Perform the duties of a chaplain in a deployed environment
DEFGEN003	Lead a team
DEFGEN012	Provide technical advice
BSBLED401	Develop teams and individuals
TAEDEL404A	Mentor in the workplace
TAEDEL401A	Plan, organise and deliver group-based learning
DEFGEN005	Develop relationships with other organisations
PSPPROC303A	Carry out basic procurement

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF54315 Diploma of Evaluations

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>Supersedes and is not equivalent to DEF52412 Diploma of Evaluations.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEVL004 / DEFEVL005 / DEFEVL006 new units added • FNSACC607A / HLTPOP504C removed • BSBPMG401A/BSBPMG406A/BSBWRT401A/LGADMIN425A/PSPGOV509A/PSPGOV512A were removed from the core units and moved to the electives

Qualification Description

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities for those responsible for conducting complex program evaluations. It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work in evaluations.

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

Choose a minimum of 7 elective units from the list below, of which at least 1 must be taken from Group A.

Choose the remaining 2 elective units from either the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEVL001	Develop an evaluation program
DEFEVL002	Evaluate and report collected information
DEFEVL003	Maintain and enhance professional practice
Group A: Specialisation units	
DEFEVL004	Evaluate a training and assessment system
TAEDES505A	Evaluate a training program
DEFEVL005	Evaluate a community based program
DEFEVL006	Evaluate business performance
BSBCOM502	Evaluate and review compliance
Group B: General elective units	
PSPGOV509A	Conduct evaluations
BSBPMG414	Apply project information management and communications techniques
LGADMIN425A	Develop a communication plan
PSPGOV512A	Use complex workplace communication strategies
BSBWRT401	Write complex documents
BSBPMG409	Apply project scope management techniques
PSPMNGT611A	Manage evaluations
AHCCCF501A	Evaluate project submissions

BSBADM502	Manage meetings
BSBLDR803	Develop and cultivate collaborative partnerships and relationships

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF55115 Diploma of Range Management

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>Supersedes and is not equivalent to DEF50712 Diploma of Range Management.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • PUACOM002B and PUACOM007B removed from core • DEFGEN005 added as an elective

Qualification Description

This qualification allows for specialisation in either range inspection or range safety. It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work as a senior operations officer. The term range refers to any area of land, sea or air that may be designated for military manoeuvres or simulated wartime operations. The training area manager is responsible for the overall management and operation of training areas.

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

Additional qualification advice

The testamur should be titled: Diploma of Range Management (field of study) i.e. Diploma of Range Management (Range Inspection).

Packaging Rules

14 units of competency are required for this qualification:

- 5 core units
- 9 elective units

Specialisation

The candidate is required to choose either the Range Inspection or Range Safety specialisation:

- Choose a minimum of 7 elective units from Group A for a Range Inspection specialisation
- Choose a minimum of 7 elective units from Group B for Range Safety specialisation

Choose the remaining 2 elective units from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ⊥.

Core units	
DEFRNG001	Provide technical advice on ranges and training areas
DEFGEN011	Interpret policy, legislation and regulations
DEFRNG002	Develop and maintain range standing orders
DEFGEN005	Develop relationships with other organisations
PUAEMR023	Assess emergency risk ⊥ PUAEMR022 Establish context for emergency risk assessment
Group A: Range Inspection specialisation	
DEFRNG003	Approve training area and range activities
DEFRNG004	Monitor and control training area and range activities
DEFRNG005	Manage emergency operations
DEFRNG007	Conduct training area inspections

DEFRNG008	Manage training area and range contamination
DEFRNG010	Monitor and implement environmental plans and procedures
DEFRNG012	Manage training areas and ranges
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation
Group B: Range Safety specialisation	
DEFRNG006	Conduct range inspections
DEFRNG011	Site range complexes
BSBAUD402	Participate in a quality audit
BSBAUD501	Initiate a quality audit
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
BSBCOM403	Provide education and training on compliance requirements and systems
BSBCOM404	Promote and liaise on compliance requirements, systems and related issues
BSBCOM501	Identify and interpret compliance requirements
BSBCOM502	Evaluate and review compliance
BSBCOM601	Research compliance requirements and issues
Group C: General elective units	
BSBSUS301A	Implement and monitor environmentally sustainable work practices
PSPPROC406B	Procure goods and services
TAEASS401B	Plan assessment activities and processes
TAEASS502B	Design and develop assessment tools
TAEDEL402A	Plan, organise and facilitate learning in the workplace

TAEASS301B	Contribute to assessment
TAEASS402A	Assess competence
TAEDEL301A	Provide work skill instruction

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF72115 Graduate Certificate in Explosive Ordnance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF80112 Vocational Graduate Certificate in Explosive Ordnance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO209C removed from elective units • DEFGEN025 added to elective units

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance.

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

Packaging Rules

8 units of competency are required for this qualification:

- 2 core units
- 6 elective units

Choose a minimum of 3 electives from Group A.

Choose the remaining 3 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFEXO082	Apply a knowledge of explosive ordnance
Group A: Specialisation units	
DEFGEN025	Control engineering and logistic processes
DEFTST006	Analyse test data
DEFEXO084	Apply knowledge of explosive chemistry
DEFEXO085	Apply knowledge of explosive physics
DEFEXO086	Apply knowledge of explosive materials
MSS407003A	Analyse process changes
MSS407012A	Lead a problem solving process to determine and solve root cause
Group B: General elective units	
DEFTST007	Apply knowledge of test and evaluation processes
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PSPPOL501A	Develop organisation policy
TLIX4028A	Apply knowledge of logistics

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
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DEF80112	Vocational Graduate Certificate in Explosive Ordnance	E	DEF72115	Graduate Certificate in Explosive Ordnance	<ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO209C removed from elective units • DEFGEN025 added to elective units
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Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF82115 Graduate Diploma of Explosive Ordnance

Modification History

Release	Comments
1	<p>This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This qualification supersedes and is equivalent to DEF80212 Vocational Graduate Diploma of Explosive Ordnance.</p> <ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

This qualification allows for the attainment of competencies in explosive ordnance.

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

Packaging Rules

8 units of competency are required for this qualification:

- 2 core units
- 6 elective units

Choose a minimum of 4 electives from the list below, of which at least 2 must be taken from Group A.

Choose the remaining 2 electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the DEF Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
DEFEXO001	Work safely with explosive ordnance
DEFEXO083	Apply explosive ordnance design principles
Group A: Specialisation units	
DEFEXO087	Assess the safety and suitability for service of explosive ordnance
DEFEXO088	Conduct explosive capability analysis
DEFEXO127	Predict and confirm explosive effects
DEFEXO089	Assess specific explosives as being safe and suitable for transport
DEFEXO114	Develop explosive ordnance disposal techniques and render-safe procedures
DEFEXO126	Conduct post blast analysis
MSS408005A	Develop the learning processes of the operations organisation
MSS408006A	Develop and refine systems for continuous improvement in operations
MSS408007A	Develop problem solving capability of an organisation
Group B: General elective units	
DEFGEN026	Manage engineering and logistic operations
DEFTST007	Apply knowledge of test and evaluation processes
PSPPOL601A	Develop public policy
BSBMGT608	Manage innovation and continuous improvement

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF80212	Vocational Graduate Diploma of Explosive Ordnance	E	DEF82115	Graduate Diploma of Explosive Ordnance	<ul style="list-style-type: none"> • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

AHCCCF501A Evaluate project submissions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers evaluating project submission and defines the standard required to: develop an evaluation approach based on the original application; prepare appropriate forms, interview sheets and questionnaires; organise data collection on project inputs, processes, and outcomes according to the evaluation report; prepare reports including quantitative, qualitative and graphical data and analysis.
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Application of the Unit

Application of the unit	This unit applies to those persons who evaluate submissions for funding for community-based programs at regional and State/Territory levels usually working as part of a team decision making process and covers the process of participating in the submission assessment process for government funded community-based programs at regional and State/Territory levels.
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review previously planned project outcomes	<p>1.1. Proposed project outcomes and evaluation approaches are identified from original approved application and any updates.</p> <p>1.2. Consultations are conducted with community group leaders, coordinators and facilitators as required to identify any changes to original plan, timelines, outcomes, and to evaluation.</p> <p>1.3. Timing and evaluation in terms of project progress are determined to identify availability of data and suitable range of evaluation methods.</p>
2. Develop evaluation approach	<p>2.1. Evaluation approach is developed to include resources used and processes applied within the available data collection opportunities.</p> <p>2.2. Evaluation approach is developed around prior project evaluations, and program and agency requirements.</p> <p>2.3. Proposed evaluation approach is discussed with stakeholders to obtain comments and consent.</p> <p>2.4. Proposed evaluation approach is modified to cater for stakeholder views without compromising program and agency requirements and the evaluation results.</p> <p>2.5. Approval is obtained for evaluation approach and timing according to program and agency</p>

ELEMENT	PERFORMANCE CRITERIA
	requirements.
3. Organise data collection	<p>3.1.Data is collected on project inputs, processes and outcomes according to evaluation approach.</p> <p>3.2.Appropriate instructions are provided to others for them to collect data on behalf of the evaluator.</p> <p>3.3.Appropriate forms and questionnaires are designed to implement the evaluation.</p> <p>3.4.Interviews are conducted and observations made according to the planned evaluation approach.</p> <p>3.5.Data is recorded in format suitable for analysis and reporting.</p> <p>3.6.Accuracy of data is checked according to evaluation practice and program and agency requirements.</p>
4. Analyse data	<p>4.1.Data is analysed according to the evaluation plan to obtain required information on inputs, processes and outputs.</p> <p>4.2.Data is analysed progressively during evaluation to identify any deficiencies.</p> <p>4.3.Any deficiencies in data are rectified where possible by changes in evaluation and data collection methods.</p> <p>4.4.Appropriate software is used for quantitative analysis.</p> <p>4.5.Analysis is recorded to program and agency requirements.</p>
5. Report on and implement conclusions	<p>5.1.Report is prepared to program, agency and project requirements.</p> <p>5.2.Analysis and report conclusions are checked with key stakeholders to identify any deficiencies to be removed or additional information that should be included.</p> <p>5.3.Report meets required program and agency standards in terms of layout, format, style and process.</p> <p>5.4.Data collection, analysis and reporting are timely to project agency requirements.</p> <p>5.5.Report is submitted according to project, program and agency requirements.</p> <p>5.6.Report on conclusions is implemented to project, program and agency requirements and within the scope of the group resources and authority.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- review previously planned project outcomes
- develop evaluation approach
- organise data collection
- analyse data and report on conclusions
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- evaluation techniques and appropriate reporting methods
- concepts of maintaining valid evaluations
- identifying and documenting limitations
- natural resource management technologies
- data collection methods
- program and agency requirements, including reporting requirements
- agency procedures
- standard form of contract and agreement requirements.

Evidence Guide

EVIDENCE GUIDE

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

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> • develop an evaluation approach based on the original application • prepare appropriate forms, interview sheets and questionnaires • organise data collection on project inputs, processes, and outcomes according to the evaluation report • prepare reports including quantitative, qualitative and graphical data and analysis.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Project submissions may include:	<ul style="list-style-type: none"> • submissions for funding for community-based Landcare programs or similar at regional and State/Territory levels.

Unit Sector(s)

Unit sector	Community coordination and facilitation
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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BSBADM101 Use business equipment and resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision.

It applies to individuals looking to develop the basic skills and knowledge required to use a variety of business equipment.

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Select equipment or resources	1.1 Identify and access business equipment or resources required to complete the task under direct instructions 1.2 Estimate quantities and resources correctly to complete the task 1.3 Check equipment for serviceability in accordance with equipment instructions
2 Operate equipment	2.1 Operate equipment in accordance with manufacturer's specifications and under direct instructions 2.2 Identify equipment faults accurately and take action to ensure

ELEMENT	PERFORMANCE CRITERIA
	<p>equipment is repaired in accordance with manufacturer's specifications</p> <p>2.3 Report repairs outside area of own responsibility to appropriate persons</p>
3 Maintain equipment or resources	<p>3.1 Maintain equipment or resources to support completion of tasks under direct instructions</p> <p>3.2 Undertake maintenance to ensure equipment meets manufacturer's specifications</p> <p>3.3 Maintain records concerning equipment or resources under direct instructions</p> <p>3.4 Store equipment and resources under direct instructions</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 3.3	<ul style="list-style-type: none"> Comprehends and follows instructions in familiar texts
Writing	3.3	<ul style="list-style-type: none"> Records and updates documents according to instructions
Oral Communication	1.1, 2.3, 3.1, 3.4	<ul style="list-style-type: none"> Comprehends simple instructions Asks clarifying questions and responds to answers
Numeracy	1.2	<ul style="list-style-type: none"> Uses rounding and other mathematical techniques to estimate quantity requirements
Navigate the world of work	2.3	<ul style="list-style-type: none"> Follows organisational procedures when tasks are beyond own level of responsibility
Get the work done	1.1, 1.2, 1.3, 2.2, 3.1-3.4	<ul style="list-style-type: none"> Follows clearly defined instructions provided by others Completes routine tasks taking some limited responsibility for decisions regarding equipment and resource choices, operation and maintenance Responds to routine problems by referring to instructions or standard procedures

Range of Conditions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADM101 Use business equipment and resources	BSBADM101A Use business equipment and resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBADM101 Use business equipment and resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- choose equipment and resources required for tasks
- operate equipment according to manufacturer or organisational requirements
- report faults according to organisational requirements
- maintain equipment and records according to instructions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the functions of available business equipment
- list the key points in operating the available business equipment safely and correctly
- identify common equipment faults
- describe how to maintain and store equipment and resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- operational and maintenance manuals
- organisational procedures related to operation and maintenance of equipment
- records relating to resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBADM101A Use business equipment and resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals developing basic skills and knowledge to use a variety of business equipment in preparation for working in a broad range of settings.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select equipment or resources	1.1. Identify and access <i>business equipment</i> or <i>resources</i> required to complete task under direct instructions 1.2. Estimate quantities and resources correctly to complete the task 1.3. Check equipment for serviceability in accordance with <i>equipment instructions</i>
2. Operate equipment	2.1. Operate equipment in accordance with manufacturer's specifications and under direct instructions 2.2. Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications 2.3. Report repairs outside area of own responsibility to <i>appropriate persons</i>
3. Maintain equipment or resources	3.1. Maintain equipment or resources to support completion of tasks under direct instructions 3.2. Undertake <i>maintenance</i> to ensure equipment meets manufacturer's specifications 3.3. Maintain <i>records</i> concerning equipment or resources under direct instructions 3.4. Store equipment and resources under direct instructions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify work requirements and to process basic, relevant workplace documentation
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults
- problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- technology skills to use business equipment under direct supervision.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - occupational health and safety (OHS)
- functions of a range of business equipment
- correct shut-down procedures for a range of business equipment
- common equipment faults
- routine maintenance procedures.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:

- demonstrated application of appropriate maintenance procedures.
- knowledge of the functions of a range of business equipment
- operation of a range of business equipment.

EVIDENCE GUIDE	
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of operational and maintenance manual and records.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • observation of demonstrated techniques in operating and maintaining business equipment • oral or written questioning to assess knowledge of the operation and maintenance of business equipment • review of records concerning equipment or resources.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Business equipment</i> may include:	<ul style="list-style-type: none"> • answering machine • binder • fax machine • photocopier • printer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • telephone
<i>Resources</i> may include:	<ul style="list-style-type: none"> • equipment • facilities • human resources • OHS resources • stock and supplies
<i>Equipment instructions</i> may include:	<ul style="list-style-type: none"> • manufacturers guidelines • OHS guidelines and procedures • procedures manual • training notes
<i>Appropriate persons</i> may include:	<ul style="list-style-type: none"> • colleagues • external organisations • line management • supervisor
<i>Maintenance</i> may include:	<ul style="list-style-type: none"> • adding toner • cleaning equipment regularly • clearing paper jams • organising service calls • replacing paper
<i>Records</i> may include:	<ul style="list-style-type: none"> • equipment service call forms • purchase orders • service repair forms • warranties

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBADM409A Coordinate business resources

Modification History

Release	Comments
Release 2	<p>New release of this unit released with <i>version 6 of BSB07 Business Services Training Package</i>.</p> <ul style="list-style-type: none"> Inclusion of 'environmental sustainability business practices and standards' in the Range Statement

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

Application of the Unit

This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine resource requirements	<p>1.1. Determine <i>resource requirements</i> in accordance with business and operational plans, and <i>organisational requirements</i></p> <p>1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements</p> <p>1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources</p> <p>1.4. Present recommendations on resource requirements in the required format, style and structure using relevant <i>business equipment and technology</i></p>
2. Acquire and allocate resources	<p>2.1. Acquire physical resources and services in accordance with organisational requirements</p> <p>2.2. Check resources to ensure quality and quantity, in line with service agreements</p> <p>2.3. Allocate resources promptly to enable achievement of workgroup objectives</p> <p>2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using <i>appropriate interpersonal skills</i></p>
3. Monitor and report on resource usage	<p>3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses</p> <p>3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans</p> <p>3.3. Identify improvements in resource planning through consultation and <i>feedback</i>, and implement in accordance with organisational requirements</p> <p>3.4. Maintain <i>records</i> concerning equipment and</p>

ELEMENT	PERFORMANCE CRITERIA
	resource purchases, in accordance with organisational requirements

Required Skills and Knowledge

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

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to draft complex reports and to display logical information on resource usage
- numeracy skills to interpret, compare and calculate resource usage costs
- planning skills to schedule and track resource use and availability.

Required knowledge

- common equipment faults
- functions of a range of business equipment
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- organisational policies, plans and procedures
- record management processes and techniques related to maintenance schedules.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

competency in this unit	<ul style="list-style-type: none"> • monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of records relating to business resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of recommendations on resource requirements • review of records concerning equipment and resource purchases • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of functions of a range of business equipment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

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

Resource requirements may include:	<ul style="list-style-type: none"> • human resources • location/premises • OHS resources
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	<ul style="list-style-type: none"> • plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements may include:	<ul style="list-style-type: none"> • access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • environmental sustainability business practices and standards • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology may include:	<ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Appropriate interpersonal skills may include:	<ul style="list-style-type: none"> • clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback sources may include:	<ul style="list-style-type: none"> • customer/client response data • employee data

	<ul style="list-style-type: none">• equipment meter readings• financial forecasts• sales orders• suppliers' invoices
<i>Records</i> may include:	<ul style="list-style-type: none">• computerised or manual• financial statements• invoices• maintenance schedules• order forms• petty cash forms• purchase orders• stock list and inventory control

Unit Sector(s)

Administration - General Administration

BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

It applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare for meetings	1.1 Develop agenda in line with stated meeting purpose 1.2 Ensure style and structure of meeting are appropriate to its purpose 1.3 Identify meeting participants and notify them in accordance with organisational procedures

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Confirm meeting arrangements in accordance with requirements of meeting</p> <p>1.5 Despatch meeting papers to participants within designated timelines</p>
2 Conduct meetings	<p>2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements</p> <p>2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes</p> <p>2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues</p> <p>2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting</p>
3 Follow up meetings	<p>3.1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions</p> <p>3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements</p> <p>3.3 Report outcomes of meetings as required, within designated timelines</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.1, 3.2	<ul style="list-style-type: none"> Identifies and interprets information from complex texts including legislation, organisational policies and procedures Compares final output with original notes to check for accuracy
Writing	1.1-1.5, 3.2, 3.3	<ul style="list-style-type: none"> Addresses the context, purpose and audience when generating a range of texts Prepares complex texts from notes using appropriate

		<p>structure, and accurate spelling, grammar and punctuation</p> <ul style="list-style-type: none"> Records notes of meeting proceedings according to organisational requirements Edits and corrects own work to ensure accuracy
Oral Communication	2.1-2.4	<ul style="list-style-type: none"> Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose Listens for specific information during meetings Asks questions and listens to responses to clarify understanding
Numeracy	1.4, 1.5, 3.2, 3.3	<ul style="list-style-type: none"> Recognises and interprets numerical information related to timeframes and budgets
Navigate the world of work	1.3, 2.1, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.3, 1.5, 2.3, 3.2	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Cooperates with others as part of familiar activities, playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBADM502 Manage meetings	BSBADM502B Manage meetings	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBADM502 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply conventions and procedures for formal and informal meetings including:
 - developing and distributing agendas and papers
 - identifying and inviting meeting participants
 - organising and confirming meeting arrangements
 - running the meeting and following up
- organise, take part in and chair a meeting
- record and store meeting documentation
- follow organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline meeting terminology, structures, arrangements
- outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- identify the relevant organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- reference material in regard to meeting venues and technology, catering and transport suppliers
- organisational policies and procedures for managing meetings
- office supplies and equipment
- computers and relevant software
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for meetings	1.1. Develop <i>agenda</i> in line with stated <i>meeting purpose</i> 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm <i>meeting arrangements</i> in accordance with requirements of meeting 1.5. Despatch <i>meeting papers</i> to participants within <i>designated time lines</i>
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed <i>conventions</i> for type of meeting and <i>legal and ethical requirements</i> 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and <i>resolution</i> of issues 2.4. Brief minute taker on method for recording meeting

ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and <i>store minutes</i> and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - participate in sustained complex interpersonal exchanges and to interact with others
 - listen to, incorporate and encourage feedback
 - conduct oral presentations to a group, to consult participants and to answer questions
 - manage and work with a group to construct an action plan
 - chair meetings
- literacy skills to:
 - categorise and organise information
 - assess information for relevance and accuracy
 - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- copyright
- occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- applying conventions and procedures for formal and informal meetings
- chairing meetings in relation to agreed agendas.

Context of and specific resources for assessment

Assessment must ensure:

- access to reference material in regard to meeting venues, catering, transport suppliers
- access to names and contacts for meeting participants
- access to office supplies and equipment
- access to computers and relevant software.

Method of assessment

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

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	<p>reports of on-the-job performance by the candidate</p> <ul style="list-style-type: none"> • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Agendas</i> may include:	<ul style="list-style-type: none"> • correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
<i>Meeting purpose</i> may include:	<ul style="list-style-type: none"> • discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
<i>Meeting arrangements</i> may include:	<ul style="list-style-type: none"> • booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

RANGE STATEMENT	
	<ul style="list-style-type: none"> • identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
<i>Meeting papers</i> may include:	<ul style="list-style-type: none"> • agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
<i>Conventions</i> may include:	<ul style="list-style-type: none"> • casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
<i>Legal and ethical requirements</i> may include:	<ul style="list-style-type: none"> • codes of practice • legislation relating to companies and

RANGE STATEMENT	
	<ul style="list-style-type: none"> • associations • requirements for public meetings
<i>Resolution</i> may include:	<ul style="list-style-type: none"> • agreeing on a course of action • deferring decisions to another meeting
<i>Storage</i> of minutes and other documentation may include:	<ul style="list-style-type: none"> • authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
<i>Minutes</i> may include:	<ul style="list-style-type: none"> • meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The types of audits may include external or internal systems audits or process or product/service audits.

The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.

It applies to individuals with a broad knowledge of the quality auditing environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Review auditee documentation	1.1 Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2 Request relevant organisational documents from auditee, and

ELEMENT	PERFORMANCE CRITERIA
	review and check the adequacy of these documents 1.3 Amend reviewed documents, and determine and source any further documentation required 1.4 Resolve issues which arise with auditee and relevant parties
2 Participate in developing audit schedules	2.1 Access or prepare appropriate checklists/tools and audit related documentation 2.2 Confirm schedules and required resources with auditee before beginning auditing activities 2.3 Anticipate possible issues and outline strategies to address these issues, should they arise 2.4 Ensure preparation activities and documentation correspond to the audit plan 2.5 In consultation with auditing team, determine appropriate methods and techniques 2.6 Assist lead auditor in creating entry and exit meeting agendas
3 Gather and analyse information	3.1 Access a range of potential sources of information 3.2 Collect and make an initial assessment of sample documentation 3.3 Interview appropriate persons in relation to relevant documentation 3.4 Identify and report patterns, trends, interrelationships and areas of risk 3.5 Identify aspects of the audit that require the use of specialists and request appropriate assistance
4 Evaluate information	4.1 Evaluate information against prescribed benchmarks 4.2 Form a defensible opinion as to the meeting of these benchmarks by the auditee 4.3 Ensure opinions are formed from and supported by available information
5 Report findings	5.1 Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected 5.2 Examine results/findings against audit objectives and present to lead auditor 5.3 Report recommendations for improvements as applicable
6 Participate in exit	6.1 Prepare for exit meeting

ELEMENT	PERFORMANCE CRITERIA
meeting	6.2 Ensure reporting arrangements are agreed upon and documented during the meeting 6.3 Ensure context and consequences of audit are explained, and follow-up is discussed

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 2.6, 3.1-3.5, 4.1, 4.3, 5.1, 5.2	<ul style="list-style-type: none"> Identifies and interprets information from organisational documentation and workplace procedures
Writing	1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 3.2-3.5, 4.1, 4.3, 5.1-5.3, 6.2	<ul style="list-style-type: none"> Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.5, 5.2, 5.3, 6.2, 6.3	<ul style="list-style-type: none"> Participates in spoken exchanges using structure and language to suit the audience Listens for required information and asks clarifying questions
Numeracy	2.5, 3.1, 3.2, 3.4, 4.1-4.3, 5.1, 5.2	<ul style="list-style-type: none"> Uses a wide range of mathematical calculations to analyse and arrange numeric information
Navigate the world of work	1.1, 1.2	<ul style="list-style-type: none"> Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.4, 3.5, 5.2, 5.3, 6.2, 6.3	<ul style="list-style-type: none"> Collaborates and cooperates with others to achieve joint outcomes Selects and uses appropriate conventions and protocols when communicating with team members and other people in a range of work contexts
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 4.1-4.3, 6.1	<ul style="list-style-type: none"> Organises, plans and prioritises workload with some sense of what can be achieved in a timeframe Systematically gathers, analyses and evaluates all relevant information to make decisions Recognises and addresses some problems within own scope, recognising when to seek the expertise of others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD402 Participate in a quality audit	BSBAUD402B Participate in a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review and amend all relevant documentation
- develop an audit schedule using relevant tools and strategies
- use various methods to gather data and information to complete an audit, seeking specialist advice where appropriate
- use predetermined benchmarks to evaluate findings and formulate well-founded opinions
- develop a comprehensive report for the exit meeting, which analyses both context and consequences of the completed audit
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe relevant auditing codes of practice or ethics
- outline auditing methods and techniques
- summarise current audit practices
- identify current industry products and/or services to assist in the auditing process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD402B Participate in a quality audit

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team.</p> <p>The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.</p> <p>The types of audit may include an external or internal systems audit or process or product/service audit.</p> <p>A broad knowledge of quality auditing is required for this unit.</p> <p>Leading an audit team is addressed by BSBAUD503B Lead a quality audit.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Review auditee documentation	1.1. Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2. Request relevant organisational documents from auditee, and review and check the adequacy of these documents 1.3. Amend reviewed documents, and determine and source any further documentation required 1.4. Resolve issues which arise with auditee and relevant parties
2. Participate in developing audit schedules	2.1. Access or prepare appropriate checklists/tools and audit related documentation 2.2. Confirm schedules and required resources with auditee before beginning auditing activities

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3. Anticipate possible issues and outline strategies to address these issues, should they arise</p> <p>2.4. Ensure preparation activities and documentation correspond to the <i>audit plan</i></p> <p>2.5. In consultation with auditing team, determine appropriate <i>methods and techniques</i></p> <p>2.6. Assist lead auditor in creating entry and exit meeting agendas</p>
3. Gather and analyse information	<p>3.1. Access a range of potential <i>sources of information</i></p> <p>3.2. Collect and make an initial assessment of <i>sample documentation</i></p> <p>3.3. Interview <i>appropriate persons</i> in relation to <i>relevant documentation</i></p> <p>3.4. Identify and report patterns, trends, interrelationships and areas of risk</p> <p>3.5. Identify aspects of the audit that require the use of specialists and request appropriate assistance</p>
4. Evaluate information	<p>4.1. Evaluate information against prescribed benchmarks</p> <p>4.2. Form a defensible opinion as to the meeting of these benchmarks by the auditee</p> <p>4.3. Ensure opinions are formed from and supported by available information</p>
5. Report findings	<p>5.1. Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected</p> <p>5.2. Examine results/findings against audit objectives and present to lead auditor</p> <p>5.3. Report recommendations for improvements as applicable</p>
6. Participate in exit meeting	<p>6.1. Prepare for exit meeting</p> <p>6.2. Ensure reporting arrangements are agreed upon and documented during the meeting</p> <p>6.3. Ensure context and consequences of audit are explained, and follow-up is discussed</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to listen to clients and other audit team members and to clarify points with them as necessary
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational and time management skills to sequence tasks, meet timelines and arrange meetings
- problem-solving skills to identify any issues that have the potential to impact on the auditing process or outcome and to develop options to resolve these issues when they arise
- teamwork skills
- technology skills to use a range of equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards including:
 - AS/NZS ISO 9000:2006 Quality management systems - Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003 Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry products and/or services
- quality auditing principles and techniques
- relevant legislation affecting business operation, including appropriate occupational health and safety, environmental, and privacy legislation
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparation of multiple audit plans for a range of quality audits containing information on the audit schedule, proposed activities, methods, and techniques; risk analysis and proposed treatment of identified risks; entry and exit meeting agendas • participation in audits as a member of an audit team • gathering of data and information by a variety of methods • knowledge of relevant legislation and national standards • developing a comprehensive report for the exit meeting, which analyses findings and information gathered to arrive at the findings.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace undertaking a quality audit or a simulated workplace environment • access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate • demonstration of quality auditing techniques • observations of participation in exit meetings • oral or written questioning to assess knowledge of audit preparation activities • assessment of organisational documentation reviewed for the audit • analysis of reports developed - with clear, comprehensive findings • observation of performance in role plays.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- other quality auditing units.

Range Statement**RANGE STATEMENT**

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

Audit plan may include:

- audit requirements and/or identification of relevant quality system documentation
- auditee provision of personnel for audit
- confidentiality requirements
- contingency actions
- distribution of reports
- entry meeting
- exit meeting
- follow-up procedures
- measurement criteria
- reporting procedures
- resource requirements
- safety of auditors
- sampling techniques
- scope and objectives of audit
- time lines and schedules

Methods and techniques may include:

- advanced management information systems
- analysis
- determining information flows
- evaluating the effectiveness of system controls
- questioning
- sampling
- scanning
- tracing
- trend analysis

RANGE STATEMENT	
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • activities • internal documentation • interview results • records, such as meeting minutes, reports or log books • reports from external sources, such as external laboratory reports and vendor ratings
<i>Appropriate persons</i> may include:	<ul style="list-style-type: none"> • persons from different levels within the auditee's organisation such as management, administrative personnel and work floor personnel • persons performing activities or tasks under consideration in the audit process
<i>Sample documentation</i> may include:	<ul style="list-style-type: none"> • documented procedures • log books • meeting minutes • previous audit reports • reports • reports from external sources • systems specifications • test results • user requirements definitions • work instructions
<i>Relevant documentation</i> may include:	<ul style="list-style-type: none"> • audit procedures • checklists • forms for documenting conformance and non-conformance evidence • forms for recording information • organisational charts • previous audit reports • quality standards • records of meetings • sampling plans defined in documented procedures or in audit plan • schedules

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing
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Co-requisite units

Co-requisite units		

BSBAUD501 Initiate a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to initiate and organise a quality audit with an auditee. It covers assessing the scope and objectives of a quality audit; communicating with the auditee regarding the proposed quality audit; identifying resources required to conduct the audit; and developing and submitting a quality audit plan. The types of audits may include external or internal systems audits or process or product/service audits.

It applies to individuals with a well-established theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised, quality auditing and managerial techniques to plan, carry out and evaluate a quality audit. Individuals also supervise and monitor the processes and outcomes of others working in a quality audit team.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Assess quality audit scope and objectives	1.1 Determine and discuss audit objectives with the auditee, client and all other relevant parties 1.2 Determine and discuss scope of the quality audit with the auditee, client and all other relevant parties

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Identify relevant standards that impact the environment in which the audit operates</p> <p>1.4 Determine scope commensurate with identified risks</p>
2 Communicate with auditee regarding proposed quality audit	<p>2.1 Determine audit history, organisational structure and culture through consultation with the auditee</p> <p>2.2 Negotiate and ensure agreement with auditee, the proposed audit methods and techniques to be applied</p> <p>2.3 Outline audit processes to establish sequence of audit activities, and the roles of the auditors and auditees in the process</p>
3 Identify resources required to conduct quality audit	<p>3.1 Identify resources required to perform the quality audit efficiently and effectively</p> <p>3.2 Select audit team members on the basis of relevant expertise</p> <p>3.3 Confirm availability of resources required to conduct the audit with auditee</p> <p>3.4 Assign roles and responsibilities to audit team members</p>
4 Develop and submit quality audit plan	<p>4.1 Develop quality audit plan according to established scope and objectives</p> <p>4.2 Assign timing, schedules and responsibilities for implementation of the audit plan</p> <p>4.3 Develop audit priorities and ensure agreement with auditees and audit team members</p> <p>4.4 Document and submit audit plan to auditee</p>
5 Prepare audit team	<p>5.1 Inform audit team members of their responsibilities, audit objectives and scope</p> <p>5.2 Communicate audit plan and schedules to all audit team members</p> <p>5.3 Discuss and clarify audit methods and techniques with audit team members</p>
6 Review auditee documentation	<p>6.1 Review auditee's previous audits to establish possible impact on the conduct of the current audit</p> <p>6.2 Review and check relevant organisational documents for accuracy</p> <p>6.3 Resolve arising problems with auditee and relevant parties</p>
7 Identify and prepare checklists and audit	<p>7.1 Develop checklists to reflect audit scope and objectives</p>

ELEMENT	PERFORMANCE CRITERIA
related documentation	7.2 Develop or obtain documentation required for the audit 7.3 Prepare agenda for entry meeting 7.4 Include value-adding activities in audit related documentation where required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 4.1, 6.1, 6.2, 7.1	<ul style="list-style-type: none"> Interprets and analyses information from organisational documentation
Writing	4.1-4.4, 6.2, 7.1-7.4	<ul style="list-style-type: none"> Develops a range of documents using structure, tone and vocabulary appropriate to audience, context and purpose Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.1, 1.2, 2.1-2.3, 4.3, 5.1-5.3, 6.3	<ul style="list-style-type: none"> Participates in spoken exchanges using structure and language to suit the audience Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	<ul style="list-style-type: none"> Uses mathematical calculations for project scheduling
Navigate the world of work	1.3	<ul style="list-style-type: none"> Monitors adherence to organisational policies and relevant standards and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 2.1, 2.2, 3.4, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Recognises the importance of building rapport and building effective working relationships Collaborates with others to negotiate acceptable outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 4.1,	<ul style="list-style-type: none"> Organises, plans and sequences own workload and schedules work activities of others Uses analytical processes to decide on a course of

	4.2, 4.3, 6.1, 6.3	<p>action, establishing criteria for deciding between options and seeking advice from others before taking action when necessary</p> <ul style="list-style-type: none"> Addresses some unfamiliar problems of increasing complexity within own scope, recognising when to seek the expertise of others
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD501 Initiate a quality audit	BSBAUD501B Initiate a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD501 Initiate a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documented audit plans for auditees across a variety of contexts including:
 - the scope and objectives of the audit
 - proposed audit methods and techniques to be used
 - required resources and schedules
 - allocation of individual audit team member responsibilities for conducting the proposed audit.
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the relevant auditing codes of practice or ethics
- describe auditing methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- outline quality auditing principles, techniques and systems
- describe the requirements of house or other style manual protocols for written communications
- identify software applications relevant to quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD501B Initiate a quality audit

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to initiate and organise a quality audit with an auditee. It covers assessing the scope and objectives of a quality audit; communicating with the auditee regarding the proposed quality audit; identifying resources required to conduct the audit; and developing and submitting a quality audit plan.</p> <p>The types of audit may include an external or internal systems audit or process or product/service audit.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with well established, sound theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to plan, carry out and evaluate a quality audit, their own work and that of others working under their direct supervision in a quality audit team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess quality audit scope and objectives	1.1. Determine and discuss <i>audit objectives</i> with the auditee, client and all other relevant parties 1.2. Determine and discuss <i>scope</i> of the quality audit with the auditee, client and all other relevant parties 1.3. Identify <i>relevant standards</i> that impact on the environment in which the audit operates 1.4. Determine scope commensurate with identified risks
2. Communicate with auditee regarding proposed quality audit	2.1. Determine audit history, organisational structure and culture through consultation with the auditee 2.2. Negotiate and ensure agreement with auditee, the proposed <i>audit methods and techniques</i> to be applied 2.3. Outline audit processes to establish sequence of

ELEMENT	PERFORMANCE CRITERIA
	audit activities, and the roles of the auditors and auditees in the process
3. Identify resources required to conduct quality audit	3.1. Identify <i>resources</i> required to perform the quality audit efficiently and effectively 3.2. Select audit team members on the basis of relevant expertise 3.3. Confirm availability of resources required to conduct the audit with auditee 3.4. Assign roles and responsibilities to audit team members
4. Develop and submit quality audit plan	4.1. Develop <i>quality audit plan</i> according to established scope and objectives 4.2. Assign timing, schedules and responsibilities for implementation of the audit plan 4.3. Develop audit priorities and ensure agreement with auditees and audit team members 4.4. Document and submit audit plan to auditee
5. Prepare audit team	5.1. Inform audit team members of their responsibilities, audit objectives and scope 5.2. Communicate audit plan and schedules to all audit team members 5.3. Discuss and clarify audit methods and techniques with audit team members
6. Review auditee documentation	6.1. Review auditee's previous audits to establish possible impact on the conduct of the current audit 6.2. Review and check relevant organisational documents for accuracy 6.3. Resolve arising problems with auditee and relevant parties
7. Identify and prepare checklists and audit related documentation	7.1. Develop checklists to reflect audit scope and objectives 7.2. Develop or obtain documentation required for the audit 7.3. Prepare agenda for entry meeting 7.4. Include value-adding activities in audit related documentation where required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to listen to and question clients and other audit team members
- culturally appropriate communication skills to relate to people from diverse backgrounds and abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational, planning and time management skills to sequence tasks, meet time lines, conduct inspections and arrange meetings
- problem-solving skills to overcome any issues which may potentially affect the auditing process or outcome
- teamwork skills
- technology skills to use equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards, including:
 - AS/NZS ISO: 9000:2006: Quality management systems - Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003: Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry, product and/or service knowledge
- quality auditing principles, techniques and systems
- requirements of house or other style manual protocols for written communications
- relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation
- software applications relevant to conducting quality auditing activities
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> documented audit plans for auditees across a variety of contexts including the scope and objectives of the audit, proposed audit methods and techniques to be used, required resources and schedules, and allocation of individual audit team member responsibilities for conducting the proposed audit knowledge of relevant legislation, national standards and compliance issues.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate review quality auditing documentation demonstration of quality auditing techniques in a workplace observations of interactions with team members and colleagues observations of presentations of audit plans oral or written questioning to assess knowledge of auditing codes of practice or ethics assessment of audit plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other quality auditing units.

Range Statement

RANGE STATEMENT

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

<p><i>Audit objectives</i> may include:</p>	<ul style="list-style-type: none"> • compliance with contractual and/or legislative requirements • evaluation of follow-up corrective action since previous audit • evaluation of level of compliance of auditee's activities, systems, processes, products or services with quality system's objectives • identifying areas of potential improvement • measuring performance in achieving quality objectives and confirming the effectiveness of the implemented quality system in meeting specified objectives
<p><i>Scope</i> may include:</p>	<ul style="list-style-type: none"> • depth and focus of audit • industry specific issues, for example seasonal factors • legal and regulatory issues • organisational customs and protocols • products, services, processes and/or activities to be audited • sites • standards to be applied
<p><i>Relevant standards</i> may include:</p>	<ul style="list-style-type: none"> • industry standards • professional standards • regulations • relevant legislation
<p><i>Audit methods and techniques</i> may include:</p>	<ul style="list-style-type: none"> • analysis • determining information flows • evaluating the effectiveness of system controls • questioning • sampling • scanning • tracing • trend analysis

RANGE STATEMENT	
Resources may include:	<ul style="list-style-type: none"> • auditee-provided resources • experience and technical expertise of auditors • facilities • financial requirements • number of auditors required • reference materials • time • travel and accommodation
Quality audit plan may include:	<ul style="list-style-type: none"> • audit requirements and/or identification of relevant quality system documentation • auditee provision of personnel for audit • confidentiality requirements • contingency actions • distribution of reports • entry meeting • exit interview • follow-up procedures • measurement criteria • reporting procedures • resource requirements • roles and responsibilities of auditors • safety of auditors • sampling techniques • scope and objectives of audit • time lines and schedules

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing
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Co-requisite units

Co-requisite units		

BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead an audit team as it runs a quality audit. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance. The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.

It applies to individuals with a well-established theoretical knowledge base of quality auditing, who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. It is relevant to audits where a lead auditor is responsible for a quality audit team.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Conduct entry meeting	1.1 Organise entry meeting in advance at a mutually agreed time 1.2 Prepare agenda for audit 1.3 Confirm objectives and scope of audit at entry meeting 1.4 Confirm schedules and logistical arrangements at entry

ELEMENT	PERFORMANCE CRITERIA
	meeting 1.5 Make changes to plan, schedules and arrangements where required
2 Identify and gather information	2.1 Identify a range of potential sources of information 2.2 Interview appropriate persons 2.3 Gather relevant information and sample documentation
3 Manage audit team resources	3.1 Supervise activities of audit team members 3.2 Assess and review audit team findings in line with audit scope 3.3 Re-assign team members as required 3.4 Instigate contingency actions as required 3.5 Seek and reach agreement on corrective action reports
4 Conduct exit meeting	4.1 Make preparations for exit meeting 4.2 Examine results and findings against audit objectives and present to auditee 4.3 Ensure reporting arrangements are agreed on 4.4 Explain context and consequences of audit and discuss during follow-up
5 Guide team members in continuously improving their performance	5.1 Provide feedback on performance to audit team members 5.2 Encourage and support audit team members to critique their own work 5.3 Provide and document advice for individual improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.2, 4.2	<ul style="list-style-type: none"> Interprets and analyses information from audit scoping materials
Writing	1.2, 1.5, 5.3	<ul style="list-style-type: none"> Develops a range of documents using relevant structure, tone and vocabulary appropriate to audience,

		<p>context and purpose</p> <ul style="list-style-type: none"> Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.3, 1.4, 2.2, 3.5, 4.2-4.4, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Participates in spoken exchanges using clear language, tone and pace Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	<ul style="list-style-type: none"> Uses mathematical calculations to analyse and arrange numeric information
Interact with others	1.3, 1.4, 2.2, 3.1, 3.3, 4.2-4.4, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Recognises the importance of rapport in establishing and building effective working relationships Collaborates with others to negotiate acceptable outcomes, playing an active role in directing and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 4.1	<ul style="list-style-type: none"> Organises, plans and sequences own workload and schedules work activities of others Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate appropriate strategies to achieve objectives Responds to problems requiring immediate attention, drawing on past experiences to devise solutions Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD503 Lead a quality audit	BSBAUD503B Lead a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify all objectives, schedules and relevant information prior to commencement of audit
- demonstrate leadership and management of a quality auditing team
- manage the information gathering process by team members, and analysis, synthesis and reporting of the findings
- encourage team members to continuously improve their performance through feedback and self-critique
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe quality auditing principles, methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- identify software applications relevant to conducting quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports
- checklists
- risk management and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD503B Lead a quality audit

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to lead an audit team as they undertake a quality audit. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance.</p> <p>The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to individuals with well established, sound theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. The unit is relevant to audits where a lead auditor is responsible for a quality audit team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Conduct entry meeting	1.1.Organise entry meeting in advance at a mutually agreed time 1.2.Prepare agenda for audit 1.3.Confirm objectives and scope of audit at entry meeting 1.4.Confirm schedules and logistical arrangements at entry meeting 1.5.Make changes to plan, schedules and arrangements where required
2. Identify and gather information	2.1.Identify a range of potential <i>sources of information</i> 2.2.Interview <i>appropriate persons</i> 2.3.Gather relevant information and <i>sample documentation</i>

ELEMENT	PERFORMANCE CRITERIA
3. Manage audit team resources	3.1. Supervise activities of audit team members 3.2. Assess and review audit team findings in line with audit scope 3.3. Re-assign team members as required 3.4. Instigate contingency actions as required 3.5. Seek and reach agreement on corrective action reports
4. Conduct exit meeting	4.1. Make preparations for exit meeting 4.2. Examine results and findings against audit objectives and present to auditee 4.3. Ensure reporting arrangements are agreed upon 4.4. Explain context and consequences of audit and discuss during follow-up
5. Guide team members in continuously improving their performance	5.1. Provide feedback on performance to audit team members 5.2. Encourage and support audit team members to critique their own work 5.3. Provide and document advice for individual improvement

Required Skills and Knowledge

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards, including:
 - AS/NZS ISO: 9000:2006: Quality management systems - Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003: Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry, product and/or service knowledge
- quality auditing principles, techniques and systems
- requirements of house or other style manual protocols for written communications
- relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation
- software applications relevant to conducting quality auditing activities
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstration of leadership and management of a quality auditing team across quality audits in a variety of contexts management of the information gathering process by team members, and analysis, synthesis and reporting of the findings knowledge of auditing methods and techniques.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of information gathered in the information gathering process review of audit plans direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate observations of application of audit techniques observations of interactions with team members, colleagues and auditees oral or written questioning to assess knowledge of current audit practices review of documentation advising team members about improving their performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

- other quality auditing units.

Range Statement**RANGE STATEMENT**

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

Sources of information may include:

- examination of internal documentation
- examination of reports from external sources, for example external laboratory reports and vendor ratings
- inspection of records, for example meeting minutes, reports or log books
- interviews
- observation of activities

Appropriate persons may include:

- persons from different levels within the auditee's organisation, for example management, administrative personnel and work floor personnel
- persons performing activities or tasks under consideration in the audit process

Sample documentation may include:

- documented procedures
- log books
- meeting minutes
- previous audit reports
- reports
- reports from external sources
- systems specifications
- test results
- user requirements definitions
- work instructions

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing
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Co-requisite units

Co-requisite units		

BSBAUD504 Report on a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to report on the outcomes of a quality audit and to take appropriate follow up action. It covers compiling audit results; preparing a report for the auditee/client; negotiating follow up action with the auditee/client; and monitoring and reviewing the auditing system and activities. The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.

It applies to individuals with a well-established theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. It addresses the function performed by either an auditor having sole responsibility for the audit or a lead auditor of a quality audit team.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Compile audit results	1.1 Compare results of the audit evaluation against audit objectives and criteria plan

ELEMENT	PERFORMANCE CRITERIA
	1.2 Analyse audit results
2 Prepare report	2.1 Provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the audit report 2.2 Produce audit report according to specified audit requirements 2.3 Present audit report to auditee and other stakeholders
3 Negotiate follow up process with auditee	3.1 Determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee 3.2 Provide suggestions for improvements where applicable 3.3 Ensure timelines are agreed on for completion of corrective action activities 3.4 Ensure corrective action follow-up procedures are agreed with auditee
4 Monitor and review audit system and activities	4.1 Evaluate effectiveness and suitability in achieving audit objectives 4.2 Investigate possible improvements in audit methods, economy and efficiency

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.1	<ul style="list-style-type: none"> Interprets and analyses information from a complex range of organisational documentation
Writing	2.1, 2.2, 4.1	<ul style="list-style-type: none"> Develops a variety of complex documents using relevant structure, tone and vocabulary appropriate to audience, context and purpose
Oral Communication	2.3, 3.1-3.4	<ul style="list-style-type: none"> Participates in spoken exchanges using clear language, tone and pace Uses questioning and listening techniques to clarify understanding
Numeracy	1.1, 1.2, 3.3, 4.2	<ul style="list-style-type: none"> Collects, represents, summarises and interprets a range of statistical data

		<ul style="list-style-type: none"> • Performs calculations required to measure output against timeframes
Navigate the world of work	2.2	<ul style="list-style-type: none"> • Monitors adherence to organisational policies and procedures • Considers own role in terms of its contribution to broader goals of the work environment
Interact with others	2.3, 3.1-3.4	<ul style="list-style-type: none"> • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to negotiate joint outcomes, playing an active role in facilitating team understanding
Get the work done	1.1, 1.2, 3.1, 4.1, 4.2	<ul style="list-style-type: none"> • Organises, plans and sequences own workload according to timelines and organisational requirements • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Analyses outcomes of decisions to identify opportunities for improvement • Recognises a range of familiar problems, their symptoms and causes, actively looking for suitable corrective actions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD504 Report on a quality audit	BSBAUD504B Report on a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD504 Report on a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interpret audit results and produce a detailed audit report containing detailed analysis according to specified requirements
- negotiate follow-up actions with auditees/clients
- determine future improvements in auditing methods
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe quality auditing principles, methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- identify software applications relevant to conducting quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD504B Report on a quality audit

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to report on the outcomes of a quality audit and to take appropriate follow up action. It covers compiling audit results; preparing a report for the auditee/client; negotiating follow up action with the auditee/client; and monitoring and reviewing auditing system and activities.</p> <p>The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to individuals with well established, sound theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. The unit addresses the function performed by either an auditor having sole responsibility for the audit or a lead auditor of a quality audit team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Compile audit results	1.1. Compare <i>results</i> of audit evaluation against audit objectives and criteria 1.2. Analyse audit results
2. Prepare report	2.1. Provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the <i>audit report</i> 2.2. Produce audit report according to specified audit requirements 2.3. Present audit report to auditee and other stakeholders
3. Negotiate follow up process with auditee	3.1. Determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee 3.2. Provide suggestions for improvements where

ELEMENT	PERFORMANCE CRITERIA
	applicable 3.3.Ensure time lines are agreed upon for completion of corrective action activities 3.4.Ensure corrective action follow-up procedures are agreed with auditee
4. Monitor and review audit system and activities	4.1.Evaluate effectiveness and suitability in achieving audit objectives 4.2.Investigate possible <i>improvements in audit methods</i> , economy and efficiency

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to listen to and question, clients and other audit team members
- culturally appropriate communication skills to relate to people from diverse backgrounds and abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational, planning and time management skills to sequence tasks, meet time lines, conduct inspections and arrange meetings
- problem-solving skills to overcome any issues which may potentially affect the auditing process or outcome
- teamwork skills
- technology skills to use a range of equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards, including:
 - AS/NZS ISO: 9000:2006: Quality management systems - Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003: Guidelines for quality and/or environmental

REQUIRED SKILLS AND KNOWLEDGE

- management systems auditing
- current audit practices
 - industry, product and/or service knowledge
 - quality auditing principles, techniques and systems
 - requirements of house or other style manual protocols for written communications
 - relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation
 - software applications relevant to conducting quality auditing activities
 - terminology relating to quality auditing.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- completion and presentation of audit reports to auditees/clients and stakeholders
- negotiations for follow-up actions with auditees/clients
- knowledge of auditing regulations and standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace documentation including quality audit reports, checklists, risk management plans and audit plans.

Method of assessment

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

- analysis of objective evidence provided in relation to the need for reduction, elimination and prevention of non-conformance
- review of audit reports
- direct questioning combined with review of portfolios of evidence by third party workplace

EVIDENCE GUIDE	
	<p>reports of on-the-job performance by the candidate</p> <ul style="list-style-type: none"> • analysis of documentation outlining possible improvements in audit methods • observations of interactions with team members, colleagues and auditees • observations of presentations of audit reports to auditees and their organisation • oral or written questioning to assess knowledge of audit report contents • review of corrective action follow-up procedures agreed with auditee.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other quality auditing units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Results</i> may include:	<ul style="list-style-type: none"> • corrective actions to reduce, eliminate and prevent non-conformance • examination and evaluation of controls associated with systems, activities and processes • means of improving processes, systems, products and business results • objective evidence of conformance • objective evidence of non-conformance relating to organisational processes, systems, activities, products and/or services
<i>Audit report</i> may include:	<ul style="list-style-type: none"> • agreed objectives and scope of audit • audit results • distribution list for the audit report

RANGE STATEMENT	
	<ul style="list-style-type: none"> • follow-up required • identification of audit team members • identification of the auditee's representatives • information on confidentiality • outline of the auditing process, including obstacles encountered • retention of auditing records, including work documents • specified audit requirements • timeframe in which audit was conducted
<i>Improvements in audit methods</i> may include:	<ul style="list-style-type: none"> • assessment of audit results • evaluation of auditor performance • evaluation of the effect of the quality audit outcomes on the auditee's activities, products and/or services • examination of complaints, appeals and other feedback received from auditee • examination of mechanisms by which consistency of audits is achieved • overall evaluation of the methods and effectiveness of the audit organisation • review of the audit reporting process and records

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing
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Co-requisite units

Co-requisite units		

BSBCMM101 Apply basic communication skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop basic communication skills in the workplace in particular gathering, conveying and receiving information together with completing assigned written information.

It applies to individuals working under direct supervision who are developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify workplace communication procedures	1.1 Identify organisational communication requirements and workplace procedures with assistance from appropriate people 1.2 Identify appropriate lines of communication with supervisors and colleagues 1.3 Seek advice on the communication method/equipment most appropriate for the task

ELEMENT	PERFORMANCE CRITERIA
2 Communicate in the workplace	<p>2.1 Use effective questioning, and active listening and speaking skills to gather and convey information</p> <p>2.2 Use appropriate non-verbal behaviour at all times</p> <p>2.3 Encourage, acknowledge and act upon constructive feedback</p>
3 Draft written information	<p>3.1 Identify relevant procedures and formats for written information</p> <p>3.2 Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes</p> <p>3.3 Ensure written information meets required standards of style, format and detail</p> <p>3.4 Seek assistance and/or feedback to aid communication skills development</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1	<ul style="list-style-type: none"> Reviews textual information to identify communication requirements and organisational procedures
Writing	3.2, 3.3	<ul style="list-style-type: none"> Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards Proofreads own texts for accuracy and compliance with organisational requirements
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4	<ul style="list-style-type: none"> Asks questions and listens to gain information or confirm understanding Listens and follows instructions
Navigate the world of work	1.1, 1.2, 3.1, 3.3, 3.4	<ul style="list-style-type: none"> Follows organisational policies and procedures and practices relevant to own role Develops skills required to carry out own role by seeking and acting on feedback

Interact with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4	<ul style="list-style-type: none"> Follows instructions regarding what and how to communicate Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.3, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Follows clearly defined instructions, seeking assistance when necessary Uses digital technologies following instructions to enter and retrieve data

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM101 Apply basic communication skills	BSBCMM101A Apply basic communication skills	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM101 Apply basic communication skills

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- gather information about procedures, methods and equipment requirements for workplace communication, with the assistance of others
- use appropriate verbal and non-verbal skills to seek and convey information in face-to-face situations
- draft routine written documents within designated timeframes and check that the documents meet organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational policies, plans and procedures related to the organisation's standards or protocols for workplace communication
- describe different communication styles.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources
- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCMM101A Apply basic communication skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace communication procedures	1.1. Identify organisational communication requirements and <i>workplace procedures</i> with assistance from <i>appropriate people</i> 1.2. Identify appropriate <i>lines of communication</i> with supervisors and colleagues 1.3. Seek advice on the <i>communication method/equipment</i> most appropriate for the task
2. Communicate in the workplace	2.1. Use effective questioning, and active listening and speaking skills to gather and convey information 2.2. Use appropriate non-verbal behaviour at all times 2.3. Encourage, acknowledge and act upon constructive feedback
3. Draft written information	3.1. Identify relevant procedures and formats for written information 3.2. Draft and present assigned <i>written information</i> for approval, ensuring it is written clearly, concisely and within designated timeframes 3.3. Ensure written information meets required <i>standards</i> of style, format and detail 3.4. Seek assistance and/or feedback to aid communication skills development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities
- literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation
- problem-solving skills to solve routine problems related to the workplace, under direct supervision.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as privacy laws
- organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:

- clear, concise and correct verbal and written communication
- promptly and appropriately following instructions
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to examples of documents relating to

EVIDENCE GUIDE	
	workplace communication policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of organisational policies, plans and procedures • review of written information.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Workplace procedures</i> may include:</p>	<ul style="list-style-type: none"> • answering telephone calls • following instructions • informal discussions • requests from colleagues • using internet and email • using voice mail • workplace procedures related to specific tasks
<p><i>Appropriate people</i> may include:</p>	<ul style="list-style-type: none"> • colleagues • other staff members • supervisors, mentors, trainers or assessors

RANGE STATEMENT	
<i>Lines of communication</i> may include:	<ul style="list-style-type: none"> • formal and informal means • verbal or written
<i>Communication method/equipment</i> may include:	<ul style="list-style-type: none"> • computer network systems • facsimile machines • personal computer equipment including hardware, keyboards, software and communication packages • telephones
<i>Written information</i> may include:	<ul style="list-style-type: none"> • electronic mail • facsimiles • general correspondence or standard/form letters and memos • handwritten and printed materials • telephone messages or general messages
<i>Standards</i> may include:	<ul style="list-style-type: none"> • organisational policies • standards set by workgroup

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Interpersonal Communication
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Co-requisite units

Co-requisite units	

BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package version 1.0

Application

This unit describes the skills and knowledge required to communicate in the workplace including gathering, conveying and receiving information and completing routine written correspondence.

It applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non-verbal communication in a defined context under direct supervision or with limited individual responsibility.

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Gather, convey and receive information and ideas	1.1 Collect information to achieve work responsibilities from appropriate sources 1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience 1.3 Use effective listening and speaking skills in verbal communication

ELEMENT	PERFORMANCE CRITERIA
	1.4 Seek input from internal and external sources to develop and refine new ideas and approaches 1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements
2 Complete workplace documentation and correspondence	2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient 2.2 Draft and present correspondence within designated time lines 2.3 Ensure presentation of written information meets organisational standards of style, format and accuracy 2.4 Complete workplace forms and documentation in a clear, concise and easy to read format
3 Communicate in a way that responds positively to individual differences	3.1 Value all individuals and treat them with respect, courtesy and sensitivity 3.2 Take into consideration cultural differences in all verbal and non-verbal communication 3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4 Make efforts to use basic strategies to overcome language barriers 3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.4	<ul style="list-style-type: none"> Seeks advice from others to implement strategies to improve knowledge or skills
Reading	1.1, 1.4, 1.5, 2.3, 2.4	<ul style="list-style-type: none"> Reviews textual information to identify and interpret communication requirements and organisational standards
Writing	1.2, 1.5, 2.1, 2.2,	<ul style="list-style-type: none"> Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with

	2.3, 2.4	<p>organisational formats</p> <ul style="list-style-type: none"> • Completes workplace forms and texts in accordance with organisational conventions and legislative requirements.
Oral Communication	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4	<ul style="list-style-type: none"> • Explains ideas and requirements clearly and listens carefully to verbal instructions and discussions • Asks questions to confirm understanding
Navigate the world of work	1.5, 2.3, 3.5	<ul style="list-style-type: none"> • Understands responsibilities of role and complies with legislative, regulatory and organisational requirements
Interact with others	1.2, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> • Recognises common cultural and other differences of people in the work context and makes adjustments to accommodate the differences • Follows accepted communication practices and protocols to assist in building and maintaining positive working relationships
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1-2.4	<ul style="list-style-type: none"> • Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate basic information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM201 Communicate in the workplace	BSBCMM201A Communicate in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration
- produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient
- complete workplace forms
- use style, format and level of accuracy appropriate to the type of written material
- provide prompt responses to requests for information in accordance with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify any organisational policies, plans and procedures which detail organisation's standards or protocols for workplace communication
- describe different communication styles
- outline barriers to communication.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources

- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCMM201A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or <i>equipment</i> to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in <i>verbal communication</i> 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with <i>organisational requirements</i>
2. Complete workplace documentation and correspondence	2.1. Present <i>written information</i> and ideas in clear and concise language to ensure the intended meaning of <i>correspondence</i> is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational <i>standards</i> of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all

ELEMENT	PERFORMANCE CRITERIA
individual differences	verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify work requirements, and to understand and process basic workplace documentation
- organisational skills to plan work priorities and arrangements
- technology skills to select and use technology appropriate to communication tasks.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • using communication methods appropriate to the audience • producing clear, concise and correct written communication • providing prompt responses to requests for information • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents, including policies and procedures relating to communication.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of written information and ideas • demonstration of techniques • observation of presentations • review of correspondence and completed workplace forms and documentation • assessment of presentation of written information.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Communication <i>equipment</i> may include:</p>	<ul style="list-style-type: none"> • facsimile machines • information technology components including hardware, software and communication packages • keyboard equipment including mouse, touchpad, keyboard • network systems • pens, pencils • telephones
<p><i>Verbal communication</i> may include:</p>	<ul style="list-style-type: none"> • answering enquiries from clients • answering telephone calls • informal discussions • requests from colleagues • use of voice mail
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
<p><i>Written information</i> may include:</p>	<ul style="list-style-type: none"> • briefing notes • electronic mail • facsimiles • general correspondence • handwritten and printed materials • internal memos • telephone messages

RANGE STATEMENT	
<i>Correspondence</i> may include:	<ul style="list-style-type: none"> • emails • memorandums • messages • proformas • standard/form letters
<i>Standards</i> may include:	<ul style="list-style-type: none"> • Australian Standards • legislation • organisational policies and procedures • specified work standards • standards set by workgroup

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Interpersonal Communication
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Co-requisite units

Co-requisite units	

BSBCOM403 Provide education and training on compliance requirements and systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package version 1.0.

Application

This unit describes the skills and knowledge required to provide the training required to effectively implement and maintain an organisation's established compliance program/management system.

It applies to individuals who are responsible for the planning, development and operation of the induction and training components of an organisation's compliance program. Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction – Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk management and AS ISO 15489:2004 Records management.

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify the requirements for induction and ongoing	1.1 Establish compliance requirements relevant to the organisation and the associated compliance program/management system

ELEMENT	PERFORMANCE CRITERIA
training programs	<p>1.2 Confirm and document the organisation's obligations and responsibilities in providing induction and training activities</p> <p>1.3 Identify and confirm individual responsibilities of personnel within the organisation to implement the organisation's compliance program/management system</p> <p>1.4 Assess and document current competence and capacity of personnel to implement and maintain a compliance program/management system</p> <p>1.5 Determine induction and training needs of personnel to achieve the required levels of competence</p>
2 Plan internal and external compliance education and training systems	<p>2.1 Develop compliance training objectives based on assessed training needs of personnel</p> <p>2.2 Assess and compare quality and costs of external training options</p> <p>2.3 Assess ability of organisation to deliver required training internally</p> <p>2.4 Select and organise appropriate internal compliance training programs and/or external compliance training options to meet assessed compliance management training needs</p> <p>2.5 Negotiate training options if required</p> <p>2.6 Prepare and negotiate budget for internal and external compliance training with appropriate organisational personnel</p> <p>2.7 Identify training personnel requirements and recruit and prepare appropriate staff</p>
3 Organise internal and external compliance education and training systems	<p>3.1 Organise appropriate training and assessment materials and facilities for development or acquisition (where required)</p> <p>3.2 Prepare and execute implementation plans for the internal and external compliance training as approved</p> <p>3.3 Negotiate and sign contract/s for required external compliance training as per organisational policies and procedures</p> <p>3.4 Implement planned corporate induction and training programs</p>
4 Evaluate and monitor the compliance education and training systems	<p>4.1 Prepare operational plan for the monitoring and evaluation of internal and external compliance training systems and seek approval from appropriate personnel</p> <p>4.2 Identify and organise staff and resources required for the monitoring and evaluation of internal and external compliance training systems</p>

ELEMENT	PERFORMANCE CRITERIA
	4.3 Implement approved plans for the monitoring and evaluation of internal and external compliance training systems
5 Document the operation of the compliance education and training systems	<p>5.1 Document plans for the development and operation of both internal and external compliance induction and training systems in accordance with organisational requirements</p> <p>5.2 Prepare, process and store operational reports, certification and training and assessment records</p> <p>5.3 Prepare and process reports on the outcomes of monitoring and evaluation of compliance induction training systems as required</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.2, 2.3, 2.4, 2.6, 3.3, 5.1	<ul style="list-style-type: none"> Identifies and analyses complex texts in a variety of forms to determine key information, specific requirements and responsibilities
Writing	1.2-1.4, 2.1, 2.6, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Records, collates and compiles information gathered from multiple sources using correct technical and enterprise specific language Develops materials which incorporate specialised language in a format and style appropriate to audience and context Composes required documents according to organisational requirements
Oral Communication	1.2, 1.3, 2.5, 2.6, 2.7, 3.3, 4.1	<ul style="list-style-type: none"> Discusses compliance issues using structure and language to suit the audience Uses listening and questioning techniques to confirm understanding of compliance requirements
Numeracy	2.2, 2.6	<ul style="list-style-type: none"> Interprets numerical information and applies basic mathematical calculations relating to budgetary information
Navigate the world of work	1.1, 1.3, 3.3, 5.1	<ul style="list-style-type: none"> Takes responsibility for developing, implementing and reviewing processes to achieve organisational outcomes
Interact with	1.2, 1.3, 2.5, 2.6,	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and

others	2.7, 3.3, 3.4, 4.1	<p>practices when communicating with internal and external personnel</p> <ul style="list-style-type: none"> Identifies relevant information and ideas from a range of messages and oral and written exchanges,
Get the work done	1.4,1.5, 2.1-2.5, 2.7, 3.1-3.4, 4.1-4.3, 5.2, 5.3	<ul style="list-style-type: none"> Takes responsibility for planning and implementing tasks required to achieve training objectives Organises and coordinates resources required for training activities Systematically analyses information to decide on appropriate training options and activities

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCOM403 Provide education and training on compliance requirements and systems	BSBCOM403B Provide education and training on compliance requirements and systems	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCOM403 Provide education and training on compliance requirements and systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- obtain and analyse information required to keep up to date with organisational requirements regarding compliance requirements and obligations to provide training about compliance
- determine induction and training needs of individuals
- arrange training for identified individuals including:
 - developing training objectives
 - assessing and selecting training options
 - developing and implementing plans to execute, monitor and evaluate training
 - organising resource requirements
 - communicating with internal and external personnel
- prepare reports and records relevant to the development and operation of compliance training, according to organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list internal and external training options available to match the needs of the organisation and its staff in compliance related areas
- identify legislation, codes of practice, and Australian and international standards relevant to training and development in compliance management systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- standards, legislation, regulations and codes of conduct relevant to job role, occupation or profession
- organisational policies and procedures related to training or induction on compliance
- interaction with others
- computer resources and business technology
- compliance program/management system
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCOM403B Provide education and training on compliance requirements and systems

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to effectively implement and maintain an organisation's established compliance program/management system. This may include the organisation of the development and provision of appropriate internal and external learning opportunities and resources. This unit has been designed to be consistent with AS 3806: 2006 Compliance programs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>Depending on the size of the organisation, the unit could be applied to different groups of managers. In small businesses, the unit could be undertaken by owner-managers, chief executives and/or other managers. In larger organisations, the unit could be required by managers and compliance section managers, who may have specific responsibility for the planning, development and operation of induction and training components of their organisation's compliance program.</p> <p>This unit is intended to ensure that compliance is an integral part of normal business operations.</p> <p>Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk</p>
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	management and AS ISO 15489:2004 Records management.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify the requirements for induction and ongoing training programs in	1.1. Establish <i>compliance requirements</i> relevant to the organisation and the associated <i>compliance program/management system</i> 1.2. Confirm and document the organisation's obligations and responsibilities in providing induction and

ELEMENT	PERFORMANCE CRITERIA
compliance management	<p>training activities</p> <p>1.3. Identify and confirm <i>individual responsibilities of personnel within the organisation to implement the organisation's compliance program/management system</i></p> <p>1.4. Assess and document current competence and capacity of personnel to implement and maintain a compliance program/management system</p> <p>1.5. Determine induction and training needs of personnel to achieve the required levels of competence</p>
2. Plan internal and external compliance education and training systems	<p>2.1. Develop compliance training objectives based on assessed training needs of personnel</p> <p>2.2. Assess and compare quality and costs of external training options</p> <p>2.3. Assess ability of organisation to deliver required training internally</p> <p>2.4. Select and organise appropriate <i>internal compliance training programs</i> and/or <i>external compliance training options</i> to meet assessed compliance management training needs</p> <p>2.5. Negotiate training options if required</p> <p>2.6. Prepare and negotiate budget for internal and external compliance training with appropriate organisational personnel</p> <p>2.7. Identify <i>training personnel</i> requirements and recruit and prepare appropriate staff</p>
3. Organise internal and external compliance education and training systems	<p>3.1. Organise appropriate training and assessment materials and facilities for development or acquisition (where required)</p> <p>3.2. Prepare and execute implementation plans for the internal and external compliance training as approved</p> <p>3.3. Negotiate and sign contract/s for required external compliance training as per organisational policies and procedures</p> <p>3.4. Implement planned corporate induction and training programs</p>
4. Evaluate and monitor the compliance education and training systems	<p>4.1. Prepare operational plan for the monitoring and evaluation of internal and external compliance training systems and seek approval from appropriate personnel</p> <p>4.2. Identify and organise staff and resources required for the monitoring and evaluation of internal and</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>external compliance training systems</p> <p>4.3. Implement approved plans for the monitoring and evaluation of internal and external compliance training systems</p>
5. Document the operation of the compliance education and training systems	<p>5.1. Document plans for the development and operation of both internal and external compliance induction and training systems in accordance with organisational requirements</p> <p>5.2. Prepare, process and store <i>operational reports, certification and training and assessment records</i></p> <p>5.3. Prepare and process reports on the outcomes of monitoring and evaluation of compliance induction training systems as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to source, select and coordinate appropriate internal and external training options and activities within an organisation
- interpersonal skills to contribute to a positive culture of compliance ability to coordinate training and assessment activities within an organisation
- interpersonal skills to relate to internal and external personnel involved in compliance training
- organisational and time management skills to plan and develop appropriate internal and external training in compliance related areas, including:
 - developing internal and external training schedules
 - managing other personnel involved in the education and training activities
 - coordinating availability and use of training facilities, equipment and materials
- managerial skills to monitor and evaluate internal and external training programs in an organisation
- literacy skills to read, interpret and write a range of reports with complex concepts and processes.

Required knowledge

- internal and external training options available to match the needs of the organisation and its staff in compliance related areas

REQUIRED SKILLS AND KNOWLEDGE

- Australian and international standards relevant to training and development in compliance management systems including:
 - AS 3806:2006 Compliance programs
 - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
 - AS ISO 15489:2004 Records management
 - AS/NZS 4360:2004 Risk management
- sources of information on training options relevant to the development, implementation and maintenance of compliance program/management systems
- adult education and training principles
- elements of compliance programs and related management systems including:
 - documentation of compliance requirements relevant to the organisation
 - specification of compliance management functions, accountabilities and responsibilities within the organisation
 - compliance related management information systems
 - record keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance related matters
 - breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
 - compliance reporting procedures
 - corporate induction and training processes related to compliance management
 - processes for the internal and external promulgation and promotion of information on compliance requirements and compliance management system
 - compliance complaints handling systems
 - continuous improvement processes for compliance including monitoring, evaluation and review
 - strategies for developing a positive compliance culture within the organisation
 - techniques and performance indicators for monitoring the operation of a compliance management system
 - reporting processes on compliance management including reports on breaches and rectification action
- relevant organisational policies and procedures including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • provision of education and training to relevant personnel within an organisation to enable it to fulfill its obligations and responsibilities under applicable compliance requirements • knowledge of adult education and training principles.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant information on internal and external training options in compliance related areas relevant to the organisation's needs • relevant training and assessment materials, facilities and resources • suitable internal training support staff and administrators • access to training records related to the compliance training scheme • access to appropriate computer resources for managing the organisation's compliance training scheme.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of evaluation reports from participants in training programs provided • assessment of training program materials, content, facilitator and participant guides • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observations of interactions with trainees, team members, colleagues, regulatory authorities and clients • oral or written questioning to assess knowledge of training program content or implementation

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of implementation plans for the internal and external compliance training, and the operational plan for the monitoring and evaluation of internal and external compliance training systems • assessment of operational reports, certification and training and assessment records.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other compliance units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Compliance requirements</i> may include:</p>	<ul style="list-style-type: none"> • cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings): <ul style="list-style-type: none"> • anti-discrimination • alcohol licensing regulations • bankruptcy • chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit • education, electricity, environmental protection, equal opportunity • financial services, fire, food hygiene, freedom of information, freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property

RANGE STATEMENT	
	<ul style="list-style-type: none"> • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing • rail transport • road transport • safety • security • sewage • superannuation • taxation • telecommunications • tobacco • trade practices • consumer protection • water supply • workers compensation • workers rehabilitation • different types of external and internal compliance requirements including: <ul style="list-style-type: none"> • regulations of state/territory, national or international regulatory authority • accreditation requirements of an institute, professional organisation or registration body • requirements for certification under statutory licensing systems • statutory standards or codes of practice • internal policies, procedures, standards or codes of practice of an organisation
<p><i>Compliance program/management system</i> may include:</p>	<ul style="list-style-type: none"> • documentation of compliance requirements relevant to the organisation • breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements • compliance complaints handling systems • compliance related management information systems

RANGE STATEMENT	
	<ul style="list-style-type: none"> • compliance reporting procedures • corporate induction and training processes related to compliance management • continuous improvement processes for compliance including monitoring, evaluation and review • liaison procedures with relevant internal and external personnel on compliance related matters • processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system • record keeping systems required for compliance management • reporting processes on compliance management including reports on breaches and rectification action • specifications of compliance management responsibilities within the organisation • strategies for developing a positive compliance culture within the organisation • techniques and performance indicators for monitoring the operation of a compliance program/management system
<p><i>Individual responsibilities of personnel within the organisation to implement the organisation's compliance program/management system</i> may include:</p>	<ul style="list-style-type: none"> • advising and consulting on compliance requirements and management systems • applying basic skills and knowledge (achieved in induction or orientation program) to ensure that compliance is maintained with applicable regulations, rules, codes etc. • costing and budgeting for compliance • creating a culture of compliance within an organisation • developing and implementing systems for compliance, including record keeping, complaints and reporting systems • ensuring that the organisational infrastructure, policies and operating procedures for compliance are developed, implemented and maintained • educating others on compliance requirements and related management systems

RANGE STATEMENT	
	<ul style="list-style-type: none"> • ensuring compliance within others' work • ensuring compliance within own work • evaluating and reviewing compliance management system • identifying and interpreting compliance requirements implementing the compliance records system • implementing the compliance related complaints-handling system • managing rectification of breaches of compliance requirements • monitoring and reporting on the implementation of compliance systems and requirements • organising the implementation of compliance program/management system • planning and developing a compliance management system • promoting compliance within and outside of an organisation • rectifying identified breaches of compliance requirements • undertaking risk management on compliance
<i>Internal compliance training programs</i> may include:	<ul style="list-style-type: none"> • induction and on-job coaching and mentoring on compliance responsibilities and roles within compliance programs and related management systems • internal off-job training on specific aspects of compliance management system such as MIS, complaints management, breach management, contributing to a compliance culture within the organisation, etc. (these may be substantial courses or short one-day workshops on specific issues) • internally developed and managed online training on specific aspects of the compliance management system including operational procedures and relevant roles and responsibilities
<i>External compliance training options</i> may include:	<ul style="list-style-type: none"> • training programs conducted by regulatory authorities on requirements and obligations within a specific area of compliance e.g. OHS (Australian Safety and Compensation Council) or financial advisor regulations (Australian

RANGE STATEMENT	
	Securities & Investments Commission) <ul style="list-style-type: none"> • training programs on relevant aspects of compliance conducted by accredited training organisations • externally developed and managed online training on specific aspects of compliance and compliance programs and related management systems
<i>Training personnel</i> may include:	<ul style="list-style-type: none"> • compliance education and training managers • training coordinators • trainers and assessors with expertise in relevant aspects of compliance requirements, compliance programs and related management systems • coaches and mentors in the workplace with expertise in relevant aspects of compliance requirements, compliance programs and related management systems • training support staff including administration staff, training resource managers and training material developers
<i>Operational reports, certification and training and assessment records</i> may include but are not limited to:	<ul style="list-style-type: none"> • accreditation submissions and related documentation • assessment outcomes • educational awards and training certificates • reports on the evaluation of compliance training programs • planning and operational documentation for both internal and external compliance training • trainee and student records

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Compliance
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Co-requisite units

Co-requisite units		

BSBCOM404 Promote and liaise on compliance requirements, systems and related issues

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to communicate about an organisation's compliance requirements and commitments to staff, agents, contractors and other relevant third parties.

It applies to individuals who use well developed promotional and liaison skills, combined with knowledge of relevant legislative requirements, code/s of practice and internal standards and procedures, to ensure that compliance is an integral part of normal business operations.

Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction – Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk management and AS ISO 15489:2004 Records management.

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1 Clarify compliance issues on which liaison is required	<p>1.1 Confirm and clarify with relevant internal and external personnel, compliance issues requiring communication</p> <p>1.2 Seek and/or obtain information during the liaison activity on applicable compliance requirements and related compliance program/management system and summarise in an appropriate format</p> <p>1.3 Identify, source and interpret sections of relevant Australian and international standards in terms of processes to be followed for promotional and liaison activities</p>
2 Identify the target groups for promotional or liaison activities	<p>2.1 Using appropriate means, identify groups that need to be aware of the organisation's compliance program/management system or that may need to be contacted about compliance issues</p> <p>2.2 Record information on identified target groups and store in an appropriate format for use in activities to promote the compliance program/management system</p>
3 Identify contacts for liaison	<p>3.1 Identify suitable contacts from own network or with the assistance of relevant internal and external personnel</p> <p>3.2 Apply search techniques to establish the most suitable contacts for the liaison activities, where appropriate</p>
4 Develop an action plan for the promotional and liaison activities	<p>4.1 Access and review details of the organisation's compliance program/management system</p> <p>4.2 List internal and external persons and organisations that need to be aware of specific aspects of the compliance program/management system in compliance management promotional and liaison activities</p> <p>4.3 Prepare an action plan for the compliance management promotional and liaison activities in collaboration with relevant internal and external personnel</p>
5 Assign resources for promotional and liaison activities	<p>5.1 Prepare to implement the planned compliance management promotional and liaison activities and negotiate a suitable budget with authorised personnel for approval</p> <p>5.2 Assign or acquire physical and human resources for the execution of the planned promotional and liaison activities, in accordance with the approved action plan</p>
6 Communicate with identified contacts	<p>6.1 Make initial contact with identified internal and/or external contacts using appropriate communication techniques</p> <p>6.2 Ensure the requirements for seeking information are clearly</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>explained and communicated</p> <p>6.3 Apply effective interpersonal skills during all communication activities</p> <p>6.4 Provide accurate and clear details in written, electronic or oral form using appropriate techniques in accordance with relevant internal and external requirements</p> <p>6.5 Record details of communications conducted as part of compliance related promotional and liaison activities in an appropriate format</p>
7 Manage promotional and liaison activities	<p>7.1 Brief managers and personnel on their roles and responsibilities in the compliance management promotional and liaison activities</p> <p>7.2 Monitor compliance management promotional and liaison activities against objectives, established performance criteria, milestones and budget targets</p> <p>7.3 Take appropriate action to ensure promotional activities achieve the planned outcomes within project limits</p>
8 Evaluate promotional and liaison activities	<p>8.1 Collect data and performance indicators from appropriate sources, on the outcomes of compliance management promotional and liaison activities</p> <p>8.2 Analyse collected evaluation data in terms of planned outcomes and performance criteria</p> <p>8.3 Summarise the results of the promotional and liaison activities and document identified issues and related recommendations</p>
9 Document promotional activities	<p>9.1 Record, store and disseminate details of the execution of planned compliance management promotional and liaison activities in accordance with the organisation's policies and procedures</p> <p>9.2 Prepare and submit reports on the compliance management promotional and liaison activities and ensure the outcomes are relevant to internal and external personnel</p> <p>9.3 Refer recommendations on improvements to compliance management promotional and liaison activities to relevant managers for appropriate action</p> <p>9.4 Organise and incorporate information on contacts established during compliance management liaison activities in an appropriate listing of contacts for future liaison activities</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.2, 4.1, 5.2, 8.2, 9.4	<ul style="list-style-type: none"> Locates and analyses complex texts to determine key information, specific requirements and responsibilities
Writing	1.1, 1.2, 2.2, 4.2, 4.3, 6.1-6.5, 7.1, 8.2, 8.3, 9.1-9.4	<ul style="list-style-type: none"> Records, collates and compiles information gathered from multiple sources using correct technical and enterprise specific language Develops materials for specific audiences using correct and enterprise specific language Prepares information in a designated format and style to convey information, requirements and recommendations
Oral Communication	1.1, 1.2, 3.1, 4.3, 5.1, 6.1-6.4, 7.1	<ul style="list-style-type: none"> Discusses compliance issues using structure and language to suit the audience Uses listening and questioning techniques to confirm understanding of compliance requirements
Numeracy	5.1, 7.2, 8.1-8.3	<ul style="list-style-type: none"> Interprets numerical information and applies mathematical calculations relating to budgetary information
Navigate the world of work	1.2, 1.3, 2.1, 3.1, 6.1, 6.4, 9.1	<ul style="list-style-type: none"> Takes personal responsibility for following organisational policies, procedures and legislative requirements
Interact with others	1.1, 1.2, 2.1, 3.1, 4.3, 5.1, 6.1-6.4, 7.1, 9.1, 9.3	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and practices when communicating with internal and external personnel Identifies relevant information and ideas from a range of messages and oral exchanges
Get the work done	2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.5, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 9.4	<ul style="list-style-type: none"> Takes responsibility for planning and implementing tasks required to achieve promotional objectives in a timely manner Contributes to continuous improvement of current work practices through consultation and development of appropriate systems Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCOM404 Promote and liaise on compliance requirements, systems and related issues	BSBCOM404B Promote and liaise on compliance requirements, systems and related issues	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCOM404 Promote and liaise on compliance requirements, systems and related issues

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- obtain, analyse and summarise information about organisational compliance requirements and relevant Australian and international standards
- identify and liaise with internal and external personnel about the organisation's compliance requirements and commitments
- prepare and implement an action schedule for the compliance management promotional and liaison activities
- monitor and evaluate promotional and liaison activities against the planned outcomes
- analyse, summarise, record and store details of the compliance management promotional and liaison activities in required formats
- prepare and distribute periodic reports on the compliance management promotional and liaison activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant Australian and international standards
- identify compliance requirements applicable to the organisation
- identify elements of compliance program and related management systems list internal and external personnel with an interest in an organisation's compliance program/management system
- explain techniques suitable for liaising with others on an organisation's compliance program/management system and related issues
- list organisational policies and procedures relevant to compliance areas.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- relevant legislation, codes or practice and Australian and international standards
- physical and human resources for the execution of the planned promotional and liaison activities
- relevant information on the organisation's compliance requirements and related management systems
- computer resources and business technology
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCOM404B Promote and liaise on compliance requirements, systems and related issues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to promote, communicate and liaise about an organisation's compliance requirements and commitments to staff, agents, contractors and other relevant third parties.</p> <p>This unit has been designed to be consistent with Australian Standard AS 3806: 2006 Compliance programs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to owner-managers, chief executives or senior managers in a small business, and managers or members of a compliance management team within a larger organisation. This unit requires well developed promotional and liaison skills combined with knowledge of relevant legislative requirements, code/s of practice and internal standards and procedures to ensure that compliance is an integral part of normal business operations.</p> <p>This unit also applies to promotional and/or liaison activities undertaken by an internal consultant responsible for advising the chief executive and/or management team on compliance management policies and systems, and related matters.</p> <p>Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk</p>
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	management and AS ISO 15489:2004 Records management.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify compliance issues on which liaison is required	1.1. Confirm and clarify with relevant internal and external personnel, <i>compliance issues</i> requiring communication 1.2. Seek and/or obtain information during the liaison activity on applicable <i>compliance requirements</i> and

ELEMENT	PERFORMANCE CRITERIA
	<p>related <i>compliance program/management system</i> and summarise in an appropriate format</p> <p>1.3. Identify, source and interpret sections of <i>relevant Australian and international standards</i> in terms of processes to be followed for promotional and liaison activities</p>
<p>2. Identify the target groups for promotional or liaison activities</p>	<p>2.1. Using appropriate means, identify groups that need to be aware of the organisation's compliance program/management system or that may need to be contacted about compliance issues</p> <p>2.2. Record information on identified <i>target groups</i> and store in an appropriate format for use in activities to promote the compliance program/management system</p>
<p>3. Identify contacts for liaison</p>	<p>3.1. Identify suitable contacts from own network or with the assistance of relevant internal and external personnel</p> <p>3.2. Apply <i>search techniques</i> to establish the most suitable contacts for the liaison activities, where appropriate</p>
<p>4. Develop an action plan for the promotional and liaison activities</p>	<p>4.1. Access and review details of the organisation's compliance program/management system</p> <p>4.2. List internal and external persons and organisations that need to be aware of specific aspects of the compliance program/management system in <i>compliance management promotional and liaison activities</i></p> <p>4.3. Prepare an <i>action plan</i> for the compliance management promotional and liaison activities in collaboration with relevant internal and external personnel</p>
<p>5. Assign resources for promotional and liaison activities</p>	<p>5.1. Prepare to implement the planned compliance management promotional and liaison activities and negotiate a suitable budget with authorised personnel for approval</p> <p>5.2. Assign or acquire physical and human resources for the execution of the planned promotional and liaison activities, in accordance with the approved action plan</p>
<p>6. Communicate with identified contacts</p>	<p>6.1. Make initial contact with identified <i>internal and/or external contacts</i> using appropriate <i>communication techniques</i></p>

ELEMENT	PERFORMANCE CRITERIA
	<p>6.2.Ensure the requirements for seeking information are clearly explained and <i>communicated</i></p> <p>6.3.Apply effective interpersonal skills during all communication activities</p> <p>6.4.Provide accurate and clear details in written, electronic or oral form using appropriate techniques in accordance with relevant internal and external requirements</p> <p>6.5.Record details of communications conducted as part of compliance related promotional and liaison activities in an appropriate format</p>
<p>7. Manage promotional and liaison activities</p>	<p>7.1.Brief managers and personnel on their roles and responsibilities in the compliance management promotional and liaison activities</p> <p>7.2.Monitor compliance management promotional and liaison activities against objectives, established performance criteria, milestones and budget targets</p> <p>7.3.Take appropriate action to ensure promotional activities achieve the planned outcomes within project limits</p>
<p>8. Evaluate promotional and liaison activities</p>	<p>8.1.Collect data and <i>performance indicators</i> from appropriate sources, on the outcomes of compliance management promotional and liaison activities</p> <p>8.2.Analyse collected evaluation data in terms of planned outcomes and performance criteria</p> <p>8.3.Summarise the results of the promotional and liaison activities and document identified issues and related recommendations</p>
<p>9. Document promotional activities</p>	<p>9.1.Record, store and disseminate details of the execution of planned compliance management promotional and liaison activities in accordance with the organisation's policies and procedures</p> <p>9.2.Prepare and submit reports on the compliance management promotional and liaison activities and ensure the outcomes are relevant to internal and external personnel</p> <p>9.3.Refer recommendations on improvements to compliance management promotional and liaison activities to relevant managers for appropriate action</p> <p>9.4.Organise and incorporate information on contacts established during compliance management liaison activities in an appropriate <i>listing of contacts</i> for</p>

ELEMENT	PERFORMANCE CRITERIA
	future liaison activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to use media in the course of promotional and liaison activities
- interpersonal skills to contribute to the development of a positive culture of compliance within an organisation
- interpersonal skills to establish rapport and to relate to internal and external compliance stakeholders
- literacy skills to read and interpret various types of documents and to write reports containing complex concepts
- organisational and time management skills to implement promotional compliance and liaison activities
- project management skills to:
 - scope and plan promotional and liaison activities
 - manage other personnel involved in the promotional and liaison activities
 - manage a budget for promotional and liaison activities
- research and analytical skills to identify target groups for promotional and liaison activities
- technical skills to use communications technology effectively.

Required knowledge

- Australian and international standards including:
 - AS 3806:2006 Compliance programs
 - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
 - AS ISO 15489:2004 Records management
 - AS/NZS 4360:2004 Risk management
- compliance requirements applicable to the organisation
- elements of compliance program and related management systems including:
 - documentation of compliance requirements relevant to the organisation
 - specification of compliance management functions, accountabilities and responsibilities within the organisation

REQUIRED SKILLS AND KNOWLEDGE

- compliance related management information systems
- record keeping systems required for compliance management
- liaison procedures with relevant internal and external personnel on compliance related matters
- breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
- compliance reporting procedures
- corporate induction and training processes related to compliance management
- processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system
- compliance complaints handling systems
- continuous improvement processes for compliance including monitoring, evaluation and review
- strategies for developing a positive compliance culture within the organisation
- techniques and performance indicators for monitoring the operation of a compliance program/management system
- internal and external personnel with an interest in an organisation's compliance program/management system
- techniques suitable for liaising with others on an organisation's compliance program/management system and related issues
- reporting processes on compliance program/management including reports on breaches and rectification action
- relevant organisational policies and procedures including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate

Evidence of the following is essential:

- successful promotion and liaison of a compliance

EVIDENCE GUIDE	
competency in this unit	<p>program/management system for an external organisation or internally within an organization</p> <ul style="list-style-type: none"> • knowledge of compliance requirements applicable to the organisation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • multiple examples of promotional activities and liaison activities are assessed • access to relevant information on the organisation's applicable compliance requirements and related management system such as: <ul style="list-style-type: none"> • organisational policies, plans, standard operating procedures, compliance breach management procedures, etc. • relevant legislation, regulations, licensing requirements, codes of practice, standards, etc. • access to the relevant internal and external data files • access to relevant internal and external personnel • access to appropriate computer resources for maintaining a contact database or maintaining records of promotional and liaison activities.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of evaluation reports about promotional activities • assessment of promotional materials, content, publications • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of delivery of promotional activities relating to compliance requirements and systems • observations of interactions with internal and external stakeholders while conducting promotional activities and liaising about compliance management systems and processes, • oral or written questioning to assess knowledge of promotional or liaison activities and their implementation • review of authenticated compliance promotional documents or computer files from the workplace or training environment

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of action plan • assessment of records of communications about compliance related promotional and liaison activities.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other compliance units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Compliance issues</i> may include:	<ul style="list-style-type: none"> • breach management strategies • changes in compliance requirements • costs of compliance • details of compliance requirements • interpretation of compliance requirements • personnel roles and responsibilities • possible exemptions in some areas of compliance requirements • risk management strategies
<i>Compliance requirements</i> may include:	<ul style="list-style-type: none"> • different types of external and internal compliance requirements including: <ul style="list-style-type: none"> • accreditation requirements of an institute, professional organisation or registration body • internal policies, procedures, standards or codes of practice of an organisation • regulations of a state/territory, national or international regulatory authority • requirements for certification under statutory licensing systems • statutory standards or codes of practice

RANGE STATEMENT	
	<ul style="list-style-type: none"> • cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings): <ul style="list-style-type: none"> • anti-discrimination (including discrimination by race, sex, disability, religion, etc.), alcohol licensing (licensing regulations covering clubs, pubs, licensed premises, etc.), aviation • bankruptcy • chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit • education, electricity, environmental protection, equal opportunity • financial services (including banking), fire, food hygiene, freedom of information, freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing, rail transport, road transport • safety (including cross-industry generic regulations as well as industry, equipment or product-specific sub-categories e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, road safety, etc.), security, sewage, superannuation • taxation, telecommunications, tobacco, trade practices and consumer protection • water supply, workers compensation, workers rehabilitation
<p>Compliance program/management system may</p>	<ul style="list-style-type: none"> • breach management policies and processes including the identification, classification,

RANGE STATEMENT	
include:	<p>investigation, rectification and reporting of breaches in compliance requirements</p> <ul style="list-style-type: none"> • compliance complaints handling systems • compliance related management information systems • compliance reporting procedures • continuous improvement processes for compliance including monitoring, evaluation and review • corporate induction and training processes related to compliance management • documentation of compliance requirements relevant to the organisation • liaison procedures with relevant internal and external personnel on compliance related matters • processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system • record keeping systems required for compliance management • reporting processes on compliance management including reports on breaches and rectification action • specification of compliance management accountabilities and responsibilities within the organisation • strategies for developing a positive compliance culture within the organisation • techniques and performance indicators for monitoring the operation of a compliance program/management system
<i>Relevant Australian and international standards</i> may include:	<ul style="list-style-type: none"> • AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management
<i>Target groups</i> may include:	<ul style="list-style-type: none"> • clients of the organisation • consultants and advisors to the organisation • contractors and suppliers of services and resources to the organisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • internal management teams • internal operations teams and personnel • media and other organisations with a role in reporting on the organisation's compliance responsibilities and obligations, possible breaches in the requirements and the operation of the organisation's compliance program/management system • regulatory authorities and other organisations with an interest in applicable compliance requirements • staff
<i>Search techniques</i> may include:	<ul style="list-style-type: none"> • contacting relevant professional associations and other organisations that may be able to recommend possible contacts • internet search of websites of pertinent regulatory authorities, licensing bodies, organisations, etc. to identify relevant contacts • review of published information on personnel within relevant organisations such as company reports, journals and other documentation from regulators and other organisations with responsibility for overseeing that organisations fulfil compliance requirements • scan of suitable published reference materials such as business directories, corporate listings, government services and agencies, information directories, etc. to identify relevant contacts
<i>Compliance management promotional and liaison activities</i> may include:	<ul style="list-style-type: none"> • articles and papers in newsletters and journals • conferences, seminars and workshops • email communications • faxes • information promulgated via websites • interviews • letters, reports, completed forms and other types of written documentations • meetings • multimedia materials and resources • teleconferences and videoconferences • telephone discussions
<i>Action plan</i> may include:	<ul style="list-style-type: none"> • budget

RANGE STATEMENT	
	<ul style="list-style-type: none"> • key performance criteria and indicators • methodology for evaluating the success of the planned compliance management promotional activities • objectives and planned outcomes • planned processes for reporting on the compliance management promotional activities • required human and physical resources • schedule of activities • time lines and key milestones
<i>Internal and/or external contacts</i> may include:	<ul style="list-style-type: none"> • board of directors • chief executive officer • chief executives and managers in organisations with an interest in the compliance issues being researched • compliance management team (where relevant) • compliance specialists at the operational level • frontline managers • legal and business advisors and consultants with expertise and interest in compliance requirements and related management systems • representatives of professional associations and institutes relevant to the organisation's operations and sphere of business • representatives of relevant authorities in pertinent compliance areas • senior management team
<i>Communication techniques</i> may include:	<ul style="list-style-type: none"> • electronic communications including telephone, fax, email, short message service (SMS), etc. • face-to-face oral communications • written communications
Requirements for seeking information may <i>be communicated</i> :	<ul style="list-style-type: none"> • electronically • in writing • orally
<i>Performance indicators</i> may include:	<ul style="list-style-type: none"> • assessed increase in awareness among target groups of the compliance requirements and related compliance program/management system of the organisation • assessed increase in confidence in the ability

RANGE STATEMENT	
	<p>of the organisation to fulfil its obligations and responsibilities under applicable compliance requirements</p> <ul style="list-style-type: none"> • confidence of representatives of relevant regulatory authorities, licensing bodies, etc. in the capacity of an organisation and its managers and staff to take appropriate action to fulfil pertinent compliance requirements, and to rectify and report on any breaches in those requirements • reduction in breaches of compliance requirements among internal and external personnel including those contracted to provide services or supplies to the organisation
<i>Listing of contacts</i> may include:	<ul style="list-style-type: none"> • electronic database of contacts • hardcopy lists of contacts including address books and contact lists

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Compliance
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Co-requisite units

Co-requisite units	

BSBCOM501 Identify and interpret compliance requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation.

It applies to individuals who use their sound theoretical knowledge of compliance and skills in identifying compliance requirements to plan, carry out and evaluate their own work and/or the work of a team.

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

Unit Sector

Regulation, licensing and risk – compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Clarify the scope of operations	1.1 Identify and review the relevant range of operations and the sphere of business arrangements of the organisation 1.2 Conduct an analysis of the operations and business arrangements of the organisation and identify the functions, products and services that may be subject to compliance requirements 1.3 Develop and document work activity plans for determining

ELEMENT	PERFORMANCE CRITERIA
	<p>relevant compliance requirements</p> <p>1.4 Obtain approval of plans from relevant organisational personnel</p>
2 Identify compliance requirements	<p>2.1 Conduct a search of information on internal and external compliance requirements using appropriate search resources, including relevant Australian and international standards</p> <p>2.2 Ensure the search of compliance requirements scans across all relevant jurisdictions of laws, regulations, and industry and organisational codes and standards and identify pertinent compliance requirements</p> <p>2.3 Progressively review information collected in terms of its relevance to the organisation's operations, services and products</p> <p>2.4 Organise and store gathered information on relevant compliance requirements in an appropriate format for further analysis</p>
3 Interpret, analyse and prioritise identified compliance requirements	<p>3.1 Review and interpret collected information in terms of its relevance to the organisation's functions, services and products</p> <p>3.2 Discuss and clarify with relevant internal or external personnel ambiguities, uncertainties and problems experienced in interpreting identified compliance information</p> <p>3.3 Identify, analyse and prioritise relevant compliance requirements in terms of critical implications for the organisation and risks and consequence of possible breaches</p> <p>3.4 Group pertinent compliance requirements into those that are critical and central to the organisation's operations, those that are important in some circumstances but are not central to the organisation's operations, and those that are pertinent but are incidental to the organisation's operations</p>
4 Document compliance requirements	<p>4.1 Organise and document outcomes of the identification and interpretation activities</p> <p>4.2 Prepare and communicate reports of relevant compliance requirements and assessment of implications to relevant personnel performing specific compliance management functions</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4	<ul style="list-style-type: none"> Identifies, interprets, analyses or reviews complex texts from various sources to determine legal requirements, organisational operations, specific requirements and responsibilities
Writing	1.2, 1.3, 1.4, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> Collates and compiles results of research and analysis using appropriate technical language and organisational formats Develops materials to convey information, requirements or recommendations using language and structure appropriate to the audience
Oral Communication	1.4, 3.2, 4.2	<ul style="list-style-type: none"> Presents specialised information using structure and language to suit the audience Uses appropriate techniques, including active listening and questioning, to seek approvals and to confirm understanding
Navigate the world of work	1.2, 2.2, 3.1, 3.3	<ul style="list-style-type: none"> Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations
Interact with others	1.4, 3.2, 4.2	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and practices when communicating with internal and external personnel
Get the work done	1.1, 1.3, 2.1-2.4, 3.1, 3.3, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> Plans, organises and implements activities required to identify, prioritise and document compliance requirements Systematically gathers, analyses and evaluates all relevant information in order to make informed decisions about management of compliance breaches Uses digital tools and systems to locate, organise and share information in effective ways

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCOM501 Identify and interpret compliance requirements	BSBCOM501B Identify and interpret compliance requirements	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCOM501 Identify and interpret compliance requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse an organisation's operations to identify areas subject to compliance requirements
- interpret and analyse information from Australian and international standards, legislation, regulations, industry and organisational codes of practice to determine their relevance to the organisation
- document and store the outcomes of identification and interpretation activities related to the organisation's compliance requirements
- report on key compliance requirements and the implications of these for the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline elements of compliance programs and related management systems breaches
- identify relevant Australian and international standards.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- relevant Australian and international standards, laws, regulations, industry and organisational codes and standards
- appropriate computer resources for online searching
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCOM501B Identify and interpret compliance requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation.</p> <p>A range of legislation, rules, regulations and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working as a chief executive or manager in a small organisation (where it would be part of their broad role) or as a member of a compliance management team within a larger organisation. These individuals require a sound theoretical knowledge of compliance and well established skills in identifying and interpreting compliance requirements relevant to the operations and sphere of business of the organisation and/or industry sector concerned.</p> <p>The unit also applies to internal or external consultants as part of a broader advisory role to the chief executive or management team of a large or small organisation on compliance management policies and systems.</p> <p>As the activities are focused primarily on identifying and interpreting specific legislative requirements, codes of practice, and internal standards and procedures as they relate to a particular organisation, this unit differs from BSBCOM601B Research compliance requirements and issues. Researching compliance issues is a higher order competence aimed at carrying out research into a wider range of compliance-related issues, such as the costs of compliance, the potential impact of compliance on an</p>
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	organisation or industry, and the risks and consequences of non-compliance.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify the scope of operations	<p>1.1. Identify and review the relevant <i>range of operations</i> and the sphere of business arrangements of the organisation</p> <p>1.2. Conduct an analysis of the operations and business arrangements of the organisation and identify the functions, products and services that may be subject</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>to <i>compliance requirements</i></p> <p>1.3. Develop and document work activity plans for determining relevant compliance requirements</p> <p>1.4. Obtain approval of plans from relevant organisational personnel</p>
2. Identify compliance requirements	<p>2.1. Conduct a search of <i>information on internal and external compliance requirements</i> using appropriate <i>search resources</i>, including <i>relevant Australian and international standards</i></p> <p>2.2. Ensure the search of compliance requirements scans across all relevant <i>jurisdictions of laws, regulations, and industry and organisational codes and standards</i> and identify pertinent compliance requirements</p> <p>2.3. Progressively review information collected in terms of its relevance to the organisation's operations, services and products</p> <p>2.4. Organise and store gathered <i>information on relevant compliance requirements</i> in an appropriate format for further analysis</p>
3. Interpret, analyse and prioritise identified compliance requirements	<p>3.1. Review and interpret collected information in terms of its relevance to the organisation's functions, services and products</p> <p>3.2. Discuss and clarify with <i>relevant internal or external personnel</i> ambiguities, uncertainties and problems experienced in interpreting identified compliance information</p> <p>3.3. Identify, analyse and prioritise relevant compliance requirements in terms of critical implications for the organisation and risks and consequence of possible breaches</p> <p>3.4. Group pertinent compliance requirements into those that are critical and central to the organisation's operations, those that are important in some circumstances but are not central to the organisation's operations, and those that are pertinent but are incidental to the organisation's operations</p>
4. Document compliance requirements	<p>4.1. Organise and document outcomes of the identification and interpretation activities</p> <p>4.2. Prepare and communicate reports of relevant compliance requirements and assessment of implications to <i>relevant personnel performing</i></p>

ELEMENT	PERFORMANCE CRITERIA
	<i>specific compliance management functions</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to:
 - contribute to the development of a positive culture of compliance within an organisation
 - work with internal and external personnel with an interest in an organisation's compliance program and management system
- interpersonal and communication skills to relate to internal and external personnel, including those representing relevant regulatory authorities, professional institutes and organisations, including standards' organisations
- literacy skills to read and interpret various types of documents and to write reports containing complex concepts
- organisational and time-management skills to conduct compliance management activities
- project management skills to:
 - scope and plan the conduct of compliance requirement identification activities
 - manage other personnel involved in the identification and interpretation of compliance management activities
- research and analytical skills to identify and interpret compliance requirements
- technical skills to use communications technology effectively

Required knowledge

- elements of compliance programs and related management systems, including:
 - documentation of compliance requirements relevant to the organisation
 - specification of compliance management functions, accountabilities and responsibilities within the organisation
 - compliance-related management information systems
 - record-keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance-related matters
 - breach management policies and processes, including the identification, classification, investigation, rectification and reporting of breaches in

REQUIRED SKILLS AND KNOWLEDGE

- compliance requirements
- compliance reporting procedures
- corporate induction and training processes related to compliance management
- processes for the internal and external distribution and promotion of information on compliance requirements, and compliance programs and management systems
- complaints handling systems
- continuous improvement processes for compliance, including monitoring, evaluation and review
- strategies for developing a positive compliance culture within the organisation
- techniques and performance indicators for monitoring the operation of a compliance program or management system
- reporting processes on compliance management, including reports on breaches and rectification action
- relevant organisational policies and procedures, including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics
- relevant Australian and international standards, including:
 - AS 3806:2006 Compliance programs
 - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
 - AS ISO 15489:2004 Records management
 - AS/NZS 4360:2004 Risk management
- relevant organisational policies and procedures, including:
 - plans and policies in various compliance areas
 - organisational standards for operations and ethics

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate

Evidence of the ability to:

- document processes used to identify, analyse and interpret

EVIDENCE GUIDE	
competency in this unit	organisational compliance requirements <ul style="list-style-type: none"> • apply knowledge of elements of compliance programs and related management systems.
Context of and specific resources for assessment	Assessment must ensure access to: <ul style="list-style-type: none"> • organisational policies and procedures, standard operating procedures, and plans • relevant published material on legislation, regulations, licensing requirements, codes of practice, standards, etc. • appropriate computer resources for online searching and review of relevant compliance requirements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> • observation of activities undertaken to identify compliance requirements • assessment of reports identifying compliance requirements and containing analysis of the implications of those requirements on organisational objectives, processes and systems • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of interactions with internal and external stakeholders while identifying compliance requirements • oral or written questioning to assess knowledge of compliance requirements and their impact on organisational objectives, processes and systems • review of authenticated compliance promotional documents or computer files from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Range of operations may include:	<ul style="list-style-type: none"> • full range of operations of an organisation at a particular site • full range of operations of an organisation distributed across multiple sites • full range of operations of an organisation, including mobile units such as vehicles, railway trains, maritime vessels and aircraft • operations of a particular section or organisational unit.
Compliance requirements may include:	<ul style="list-style-type: none"> • cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings): <ul style="list-style-type: none"> • anti-discrimination, including discrimination by race, sex, disability, religion, etc.; alcohol licensing, including licensing regulations covering clubs, pubs, licensed premises, etc.; aviation • bankruptcy • chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit • education, electricity, environmental protection, equal opportunity • financial services, including banking; fire; food hygiene; freedom of information; freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing, rail transport, road transport • safety, including cross-industry generic regulations as well as industry, equipment or product-specific subcategories, e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, etc.; security; sewage; superannuation • taxation, telecommunications, tobacco, trade practices and consumer protection

RANGE STATEMENT	
	<ul style="list-style-type: none"> • water supply, workers compensation, workers rehabilitation • different types of internal and external compliance requirements, including: <ul style="list-style-type: none"> • accreditation requirements of an institute, professional organisation or registration body • internal policies, procedures, standards or codes of practice of an organisation • regulations of a state or territory, national or international regulatory authority • requirements for certification under statutory licensing systems • statutory standards or codes of practice.
<i>Information on internal and external compliance requirements</i> may include:	<ul style="list-style-type: none"> • internal policies, standard operating procedures, standards, and codes of practice • published material relevant to compliance held in either internal or external libraries • relevant legislation, regulations and licensing requirements pertinent to the organisation's operations and sphere of business.
<i>Search resources</i> may include:	<ul style="list-style-type: none"> • computer terminals linked to data sources either via the internet, internal networks, or CDs • library resources and materials, including compliance-related books, journals, manuals, standards, CDs and other multimedia resources • published information on such things as relevant legislation, regulations, licensing requirements, codes of practice and Australian standards.
<i>Relevant Australian and international standards</i> may include:	<ul style="list-style-type: none"> • AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management.
<i>Jurisdictions of laws, regulations, industry and organisational codes and standards</i> may include:	<ul style="list-style-type: none"> • global • industry • local • national • organisational • state or territory.
<i>Information on relevant compliance</i>	<ul style="list-style-type: none"> • correspondence, emails and other written information provided by internal and external personnel contacted

RANGE STATEMENT	
<i>requirements</i> may include:	<ul style="list-style-type: none"> during search activities • information downloadable from relevant websites • newsletters, bulletins and information sheets and other similar periodic documentation distributed by relevant regulatory authorities and standards bodies • published information on legislation, regulations, codes of practice, standards, licensing requirements, standard operating procedures, etc. • records of conversations and meetings with relevant internal and external personnel.
<i>Relevant internal personnel</i> may include:	<ul style="list-style-type: none"> • board of directors • chief executive officer • compliance management team • compliance specialists at the operational level • frontline managers • senior management team.
<i>Relevant external personnel</i> may include:	<ul style="list-style-type: none"> • legal and business advisors and consultants with expertise in compliance management • representatives of professional associations and institutes relevant to the organisation's operations and sphere of business • representatives of relevant authorities in pertinent compliance areas.
<i>Relevant personnel performing specific compliance management functions</i> may include:	<ul style="list-style-type: none"> • compliance management consultants • compliance management officers • compliance managers • legal personnel specialising in compliance management • line managers with specific compliance functions.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, licensing and risk - compliance
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Co-requisite units

Co-requisite units		

BSBCOM502 Evaluate and review compliance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to evaluate and review an organisation's compliance program/management system and how it is fulfilling its obligations and responsibilities under applicable compliance requirements.

It applies to individuals who are responsible for evaluating and reporting on the operation and effectiveness of an organisation's planned compliance program/management system to ensure that compliance is an integral part of normal business operations.

Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction – Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk management and AS ISO 15489:2004 Records management.

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Develop the evaluation	1.1 Obtain details of the organisation's compliance policies,

ELEMENT	PERFORMANCE CRITERIA
plan	<p>objectives and assessment criteria</p> <p>1.2 Obtain and interpret information on current compliance requirements applicable to the organisation</p> <p>1.3 Develop a suitable evaluation methodology to enable sufficiently valid and reliable outcomes for the required research and suitable arrangements for both internal and external monitoring processes</p> <p>1.4 Prepare the evaluation plan for the proposed project including the detailing of established evaluation criteria and the data to be collected</p> <p>1.5 Obtain approval of plan from relevant internal and/or external personnel</p>
2 Gather required evaluation data	<p>2.1 Collect relevant evaluation data on how the organisation is fulfilling its compliance requirements using appropriate techniques and sources in accordance with the agreed evaluation plan</p> <p>2.2 Organise, interpret and review collected data against established evaluation criteria including those specified in relevant Australian and international standards</p> <p>2.3 Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with relevant internal and/or external personnel</p> <p>2.4 Organise interpreted evaluation data for later analysis</p>
3 Analyse the collected data	<p>3.1 Analyse evaluation data in accordance with planned methodology</p> <p>3.2 Review and discuss outcomes and findings of the analysis with relevant internal and/or external personnel</p>
4 Determine evaluation findings and outcomes	<p>4.1 Develop and discuss preliminary findings and any identified issues with relevant internal and/or external personnel</p> <p>4.2 Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options if necessary</p> <p>4.3 Prepare recommendations for any action to improve identified deficiencies in conjunction with relevant internal and/or external personnel</p>
5 Document and disseminate the outcomes and recommendations of the evaluation	<p>5.1 Prepare a draft report of the outcomes, findings and recommendations of the compliance evaluation in accordance with the agreed structure and format and distribute to relevant internal and/or external personnel for comment and feedback</p>

ELEMENT	PERFORMANCE CRITERIA
	5.2 Edit the report based on the feedback obtained 5.3 Proofread the report in preparation for publishing 5.4 Ensure the report of outcomes, findings and recommendations of the evaluation is signed off by authorised personnel 5.5 Produce and disseminate the report to nominated internal and external personnel in accordance with agreed arrangements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1-2.3, 3.1, 3.2, 4.2, 5.2, 5.3	<ul style="list-style-type: none"> Identifies, interprets, analyses or reviews complex texts from various sources to determine legal requirements, organisational operations, specific requirements and responsibilities Checks documents for accuracy of content, consistency of layout and grammar, spelling and punctuation
Writing	1.3-1.5, 2.2, 4.1-4.3, 5.1-5.	<ul style="list-style-type: none"> Collates and compiles results of research and analysis using appropriate technical language and organisational formats Develops materials to convey information, requirements or recommendations using language and structure appropriate to the audience Composes and edits texts, selecting appropriate vocabulary and structure for audience and purpose
Oral Communication	2.3, 3.2, 4.1,	<ul style="list-style-type: none"> Presents specialised information using structure and language to suit the audience Elicits the view and opinions of others by listening and questioning
Navigate the world of work	1.1-1.3, 2.2	<ul style="list-style-type: none"> Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations
Interact with others	1.2, 1.5, 2.1, 2.3, 3.2, 4.1-4.3, 5.1, 5.4,	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and practices when communicating with internal and

	5.5	external personnel
Get the work done	1.3, 1.4, 2.1-2.4, 3.1, 4.2, 4.3, 5.1, 5.4, 5.5	<ul style="list-style-type: none"> Plans, develops, implements and monitors processes for evaluating and reviewing compliance performance Systematically gathers, analyses and evaluates all relevant information in order to identify issues and make informed recommendations about compliance issues Uses digital tools and systems to locate, organise and share information in effective ways

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCOM502 Evaluate and review compliance	BSBCOM502B Evaluate and review compliance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCOM502 Evaluate and review compliance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and interpret information about Australian and international standards related to compliance requirements
- develop an evaluation methodology including:
 - preparation of an evaluation plan
 - analysis and interpretation of collected data and feedback with/from stakeholders
- prepare and submit final report for approval and implementation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe evaluation methods and techniques suitable for compliance related evaluation and review
- list sources of data relevant to compliance related evaluation and review
- identify relevant Australian and international standards
- outline elements of relevant compliance program/management systems
- identify relevant organisational policies and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- relevant Australian and international standards, laws, regulations, industry and organisational codes and standards
- relevant data
- office equipment and business technology
- computer resources for online searching
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCOM502B Evaluate and review compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate and review an organisation's compliance program/management system and how it is fulfilling its obligations and responsibilities under applicable compliance requirements. This unit has been designed to be consistent with AS 3806:2006 Compliance programs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers with responsibility for evaluating and reporting on the operation and effectiveness of an organisation's planned compliance program/management system to ensure that compliance is an integral part of normal business operations. It also applies to individuals working as an owner-manager (where it would be part of their broad role), as a senior manager in a small organisation, as an external consultant or as a section or frontline manager in an operational unit within the organisation. In addition, it applies to members of a compliance management team or a frontline manager within a larger organisation.</p> <p>Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk management and AS ISO 15489:2004 Records management.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop the evaluation plan	1.1. Obtain details of the organisation's compliance policies, objectives and assessment criteria 1.2. Obtain and interpret information on current <i>compliance requirements</i> applicable to the organisation 1.3. Develop a suitable <i>evaluation methodology</i> to enable sufficiently valid and reliable outcomes for

ELEMENT	PERFORMANCE CRITERIA
	<p>the required research and suitable arrangements for both internal and external monitoring processes</p> <p>1.4. Prepare the <i>evaluation plan</i> for the proposed project including the detailing of established evaluation criteria and the data to be collected</p> <p>1.5. Obtain approval of plan from relevant internal and/or external personnel</p>
2. Gather required evaluation data	<p>2.1. Collect relevant <i>evaluation data</i> on how the organisation is fulfilling its compliance requirements using appropriate techniques and sources in accordance with the agreed evaluation plan</p> <p>2.2. Organise, interpret and review collected data against established evaluation criteria including those specified in <i>relevant Australian and international standards</i></p> <p>2.3. Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with <i>relevant internal and/or external personnel</i></p> <p>2.4. Organise interpreted evaluation data for later analysis</p>
3. Analyse the collected data	<p>3.1. Analyse evaluation data in accordance with planned methodology</p> <p>3.2. Review and discuss outcomes and findings of the analysis with relevant internal and/or external personnel</p>
4. Determine evaluation findings and outcomes	<p>4.1. Develop and discuss preliminary findings and any identified issues with relevant internal and/or external personnel</p> <p>4.2. Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options if necessary</p> <p>4.3. Prepare recommendations for any action to improve identified deficiencies in conjunction with relevant internal and/or external personnel</p>
5. Document and disseminate the outcomes and recommendations of the evaluation	<p>5.1. Prepare a draft report of the outcomes, findings and recommendations of the compliance evaluation in accordance with the agreed structure and format and distribute to relevant internal and/or external personnel for comment and feedback</p> <p>5.2. Edit the report based on the feedback obtained</p>

ELEMENT	PERFORMANCE CRITERIA
	5.3. Proofread the report in preparation for publishing 5.4. Ensure the report of outcomes, findings and recommendations of the evaluation is signed off by <i>authorised personnel</i> 5.5. Produce and disseminate the report to nominated internal and external personnel in accordance with agreed arrangements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to contribute to a positive culture of compliance within an organisation
- investigative skills to evaluate and review compliance
- project management skills to:
 - develop project plans
 - manage other personnel involved in the evaluation activity
 - meet project timelines
 - manage project finances
- interpersonal skills to relate to internal and external personnel and in particular those representing relevant regulatory authorities, professional institutes and organisations, standards organisations
- research and evaluation skills to:
 - conduct literature searches and internet searches
 - analyse and organise evaluation data using appropriate techniques
 - conduct various types of evaluation surveys
 - conduct quantitative data analysis using appropriate techniques
- technical skills to use communications technology effectively.

Required knowledge

- evaluation methods and techniques suitable for compliance related evaluation and review
- sources of data relevant to compliance related evaluation and review
- relevant Australian and international standards including but not limited to:
 - AS 3806:2006 Compliance programs

REQUIRED SKILLS AND KNOWLEDGE

- AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
- AS ISO 15489:2004 Records management
- AS/NZS 4360:2004 Risk management quantitative and qualitative data analysis techniques relevant to compliance related evaluation
- elements of compliance program/management systems including:
 - documentation of compliance requirements relevant to the organisation
 - compliance management functions, accountabilities and responsibilities within the organisation
 - compliance related management information systems
 - record keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance related matters
 - breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
 - compliance reporting procedures
 - corporate induction and training processes related to compliance management
 - processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system
 - compliance complaints handling systems
 - continuous improvement processes for compliance including monitoring, evaluation and review
 - strategies for developing a positive compliance culture within the organisation
 - techniques and performance indicators for monitoring the operation of a compliance program/management system
 - reporting processes on compliance management including reports on breaches and rectification action
- relevant organisational policies and procedures including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • completion of project work which comprehensively evaluates how an organisation is fulfilling its compliance requirements • knowledge of evaluation methods and techniques suitable for compliance related evaluation and review.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant published material and such as: <ul style="list-style-type: none"> • organisational policies, standard operating procedures, procedures and plans • relevant legislation, regulations, licensing requirements, codes of practice, standards • compliance evaluation reports • access to the relevant internal and external data files • access to appropriate computer resources for online searching, data processing and analysis, and report preparation and editing.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observations of activities undertaken to evaluate compliance requirements • assessment of reports evaluating the performance and effectiveness of existing compliance systems and processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observations of interactions with internal and external stakeholders while evaluating compliance requirements • oral or written questioning to assess knowledge of the effectiveness of compliance systems and processes and their impact on organisational objectives, processes and systems • review of evaluation plan • assessment of dissemination of the report.

EVIDENCE GUIDE**Guidance information for assessment**

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

- other compliance units.

Range Statement**RANGE STATEMENT**

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

Compliance requirements may include:

- different types of external and internal compliance requirements including:
 - accreditation requirements of an institute, professional organisation or registration body
 - internal policies, procedures, standards or codes of practice of an organisation
 - regulations of a state/territory, national or international regulatory authority
 - requirements for certification under statutory licensing systems
 - statutory standards or codes of practice
- cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings):
 - anti-discrimination (including discrimination by race, sex, disability, religion, etc.), alcohol licensing (licensing regulations covering clubs, pubs, licensed premises, etc.), aviation
 - bankruptcy
 - chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit
 - education, electricity, environmental

RANGE STATEMENT	
	<p>protection, equal opportunity</p> <ul style="list-style-type: none"> • financial services (including banking), fire, food hygiene, freedom of information, freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing, rail transport, road transport • safety (including cross-industry generic regulations as well as industry, equipment or product-specific sub-categories e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, road safety, etc.), security, sewage, superannuation • taxation, telecommunications, tobacco, trade practices and consumer protection • water supply, workers compensation, workers rehabilitation
<i>Evaluation methodology</i> may include:	<ul style="list-style-type: none"> • analysis of complaints recorded involving compliance requirements • analysis of feedback from clients, suppliers, internal managers and personnel • assessment of information contained in the organisation's management information system • collection of operational data • desk analysis • drafting and editing of the evaluation report • literature searches including internet searches • review of reports from relevant compliance authorities and organisations • surveys of relevant internal and external personnel including interviews, focus groups, questionnaires
<i>Evaluation plan</i> may include:	<ul style="list-style-type: none"> • details of the applicable compliance

RANGE STATEMENT	
	<ul style="list-style-type: none"> requirement and related evaluation criteria • evaluation methodology • milestones • personnel required including evaluation project manager, the evaluation team and those who may be consulted during the course of the evaluation activities • resource requirements and related costs • timelines
<i>Evaluation data</i> may include:	<ul style="list-style-type: none"> • completed survey questionnaires • documentation on feedback and complaints involving compliance requirements • operational data pertinent to the fulfillment of compliance requirements • published documents including papers, standards, regulations • quantitative data collected from various sources • records of interviews, meetings or focus group workshop outcomes • records of telephone conversations • written correspondence including letters, faxes, emails
<i>Relevant Australian and international standards</i> may include:	<ul style="list-style-type: none"> • AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management
<i>Relevant internal personnel</i> may include:	<ul style="list-style-type: none"> • board of directors • chief executive officer • compliance management team (where relevant) • compliance specialists at the operational level • frontline managers • senior management team
<i>Relevant external personnel</i> may include:	<ul style="list-style-type: none"> • chief executive officers and managers in organisations with an interest in the compliance issues being researched • legal and business advisors and consultants with expertise and interest in compliance requirements and related management systems • representatives of professional associations and institutes relevant to the organisation's

RANGE STATEMENT	
	operations and sphere of business <ul style="list-style-type: none"> • representatives of relevant authorities in pertinent compliance areas
<i>Authorised personnel</i> may include:	<ul style="list-style-type: none"> • chief executive officer or manager in an organisation • evaluation project manager • evaluation steering committee (where applicable) • nominated representative of educational institution/s or organisation/s • nominated representative of professional association/s or institute/s • nominated representative of regulatory authority

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Compliance
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Co-requisite units

Co-requisite units	

BSBCOM601 Research compliance requirements and issues

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to explore and investigate various aspects and issues associated with compliance requirements and a related compliance program/management system.

It applies to individuals in regulatory authorities or large organisations with responsibilities related to identifying and investigating impacts, issues and policy implications of various aspects of compliance. It also applies to internal or external consultants who carry out research activities for clients on various aspects of compliance as a compliance researcher or member of a compliance management team.

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Clarify the purpose and scope of the research	<p>1.1 Confirm and clarify the purpose and scope of the required compliance related research in collaboration with the client/s and relevant internal and/or external personnel</p> <p>1.2 Document the purpose and scope of the required research in accordance with organisational and/or client requirements</p>

ELEMENT	PERFORMANCE CRITERIA
2 Develop the research plan	2.1 Develop a suitable research methodology to enable sufficiently valid and reliable outcomes for the required research 2.2 Prepare the research plan for the proposed project 2.3 Obtain approval of plan from relevant internal and/or external personnel
3 Gather required research data	3.1 Collect relevant research data using appropriate research techniques and sources in accordance with the agreed research plan 3.2 Gather and interpret from appropriate sources, information on relevant Australian and international standards pertaining to compliance requirements and related systems 3.3 Organise, interpret and review collected data in terms of its relevance to the project's purpose and objectives 3.4 Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with relevant internal or external personnel 3.5 Organise interpreted research data for later analysis
4 Analyse collected data	4.1 Analyse data in accordance with planned methodology 4.2 Review and discuss outcomes of the analysis with relevant internal or external personnel
5 Determine research findings and outcomes	5.1 Interpret the outcomes of the data analysis in accordance with the project objectives 5.2 Develop and discuss preliminary findings, identified issues and related recommendations with relevant internal and/or external personnel 5.3 Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options
6 Document and disseminate research outcomes	6.1 Prepare a draft report of the research outcomes, findings and recommendations in accordance with the agreed structure and format, and distribute to relevant internal and/or external personnel for comment and feedback 6.2 Edit the report based on the feedback obtained 6.3 Proofread the report prior to publication 6.4 Ensure the outcomes, findings and recommendations in the report are signed off by authorised personnel 6.5 Produce and disseminate the report to nominated internal

ELEMENT	PERFORMANCE CRITERIA
	and/or external personnel in accordance with agreed arrangements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 3.1, 3.2, 3.4, 3.5, 4.1, 5.2, 6.2, 6.3	<ul style="list-style-type: none"> Comprehends and analyses texts to identify key requirements Identifies, analyses, reviews and extracts relevant information from complex texts Proofreads draft texts to identify changes required
Writing	1.2, 2.1-2.3, 3.2-3.4, 4.2, 5.2, 6.1-6.3	<ul style="list-style-type: none"> Collates, summarises and compiles information from a range of sources Develops reports for a specific audience using clear and detailed language to convey findings and recommendations Edits and incorporates amendments to ensure compliance with regulatory or organisational requirements
Oral Communication	1.1, 2.3, 3.4, 4.2, 5.2	<ul style="list-style-type: none"> Conveys information, in a format and style appropriate to a specific audience Elicits the views and opinions of others by listening and questioning
Navigate the world of work	3.2	<ul style="list-style-type: none"> Identifies organisational implications of legislative requirements and considers these when planning and implementing work
Interact with others	1.1, 2.3, 3.4, 4.2, 5.2	<ul style="list-style-type: none"> Collaborates with others using effective interpersonal skills to facilitate shared understanding Identifies and uses appropriate conventions and practices when communicating with internal and external personnel
Get the work done	1.2, 2.1, 2.2, 3.1-3.5, 4.1, 4.2, 5.1-5.3, 6.1-6.5	<ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages required communication with others Gathers and analyses data and feedback to improve outcomes Utilises features and functions of digital tools to

		complete complex tasks
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCOM601 Research compliance requirements and issues	BSBCOM601B Research compliance requirements and issues	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCOM601 Research compliance requirements and issues

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and interpret information on relevant Australian and international standards
- collaborate with others to identify and document the purpose and scope of the compliance research
- plan the research requirements including:
 - selecting an appropriate research methodology
 - preparing a research plan
 - getting approval for the plan from appropriate people
- carry out the research according to the approved plan including:
 - collecting, organising, analysing and interpreting data
 - reviewing and discussing analysis and preliminary outcomes with relevant personnel
- prepare and distribute report of the research outcomes according to organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain compliance requirements relevant to the organisational research methods
- explain elements of relevant compliance program/management systems
- describe quantitative and qualitative data analysis techniques relevant to compliance related research
- list relevant Australian and international standards
- identify relevant organisational policies and procedures
- identify sources of information relevant to compliance related research.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- organisational information and Australian and international standards related to compliance requirements
- relevant personnel
- computer resources and business equipment
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCOM601B Research compliance requirements and issues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore and investigate various aspects and issues associated with compliance requirements and a related compliance program/management system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to the higher level research activities needed to identify and investigate critical aspects of compliance requirements and related systems. It may be focused on researching aspects and issues to do with compliance requirements and systems for a specific organisation, or aspects and issues of compliance more generally, such as across a particular industry or the national economy.</p> <p>The unit applies to officers in regulatory authorities or large organisations with roles and responsibilities related to identifying and investigating impacts, issues and policy implications of various aspects of compliance. It also applies to internal or external consultants who carry out research activities for clients on various aspects of compliance as a compliance researcher or member of a compliance management team (usually within a larger organisation).</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify the purpose and scope of the research	<p>1.1. Confirm and clarify the <i>purpose and scope of the required compliance related research</i> in collaboration with the <i>client/s</i> and relevant <i>internal and/or external personnel</i></p> <p>1.2. Document the purpose and scope of the required research in accordance with organisational and/or client requirements</p>
2. Develop the research plan	<p>2.1. Develop a suitable <i>research methodology</i> to enable sufficiently valid and reliable outcomes for the required research</p> <p>2.2. Prepare the <i>research plan</i> for the proposed project</p> <p>2.3. Obtain approval of plan from relevant internal</p>

ELEMENT	PERFORMANCE CRITERIA
	and/or external personnel
3. Gather required research data	<p>3.1. Collect relevant <i>research data</i> using appropriate research techniques and sources in accordance with the agreed research plan</p> <p>3.2. Gather and interpret from appropriate sources, information on <i>relevant Australian and international standards</i> pertaining to compliance requirements and related systems</p> <p>3.3. Organise, interpret and review collected data in terms of its relevance to the project's purpose and objectives</p> <p>3.4. Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with relevant internal or external personnel</p> <p>3.5. Organise interpreted research data for later analysis</p>
4. Analyse collected data	<p>4.1. Analyse data in accordance with planned methodology</p> <p>4.2. Review and discuss outcomes of the analysis with relevant internal or external personnel</p>
5. Determine research findings and outcomes	<p>5.1. Interpret the outcomes of the data analysis in accordance with the project objectives</p> <p>5.2. Develop and discuss preliminary findings, identified issues and related recommendations with relevant internal and/or external personnel</p> <p>5.3. Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options</p>
6. Document and disseminate research outcomes	<p>6.1. Prepare a draft report of the research outcomes, findings and recommendations in accordance with the agreed structure and format, and distribute to relevant internal and/or external personnel for comment and feedback</p> <p>6.2. Edit the report based on the feedback obtained</p> <p>6.3. Proofread the report prior to publication</p> <p>6.4. Ensure the outcomes, findings and recommendations in the report are signed off by <i>authorised personnel</i></p> <p>6.5. Produce and disseminate the report to nominated internal and/or external personnel in accordance with agreed arrangements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to contribute to a positive culture of compliance within an organisation
- interpersonal skills to relate to internal and external personnel and in particular those representing relevant regulatory authorities, professional institutes and organisations, standards organisations
- project management skills to:
 - manage other personnel involved in the research activity
 - manage time
 - manage finances
- research skills to:
 - conduct literature and internet searches
 - assist with various types of research surveys
 - assist with the analysis and organisation of research data, including qualitative and quantitative data, using appropriate techniques
 - develop research plans.

Required knowledge

- compliance requirements relevant to the organisation research methods and techniques suitable for compliance related research projects
- elements of compliance program/management systems including:
 - specification of compliance management functions, accountabilities and responsibilities within the organisation
 - compliance related management information systems
 - record keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance related matters
 - breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
 - compliance reporting procedures
 - corporate induction and training processes related to compliance management
 - processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system
 - compliance complaints handling systems
 - continuous improvement processes for compliance including monitoring,

REQUIRED SKILLS AND KNOWLEDGE

- evaluation and review
- strategies for developing a positive compliance culture within the organisation
 - techniques and performance indicators for monitoring the operation of a compliance program/management system
 - reporting processes on compliance management including reports on breaches and rectification action
 - quantitative and qualitative data analysis techniques relevant to compliance related research
 - relevant Australian and international standards including but not limited to:
 - AS 3806:2006 Compliance programs
 - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
 - AS ISO 15489:2004 Records management
 - AS/NZS 4360:2004 Risk management quantitative and qualitative data analysis techniques relevant to compliance related evaluation
 - relevant organisational policies and procedures including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics
 - sources of data relevant to compliance related research.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- completion of projects in which key aspects or issues associated with compliance requirements or a compliance program/management system have been researched
- knowledge of compliance requirements relevant to the organisation research methods and techniques suitable for compliance related research projects.

Context of and specific resources for

Assessment must ensure:

EVIDENCE GUIDE	
assessment	<ul style="list-style-type: none"> • access to relevant published material such as: <ul style="list-style-type: none"> • organisational policies, standard operating procedures, procedures and plans • relevant legislation, regulations, licensing requirements, codes of practice, standards • access to relevant internal and external data files • access to appropriate computer resources for online searching, data processing and analysis, and report preparation and editing.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of techniques and data collected to identify compliance requirements • assessment of reports documenting compliance research and issue findings • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observations of activities undertaken to research compliance requirements and issues • observations of interactions with internal and external stakeholders while researching compliance requirements • oral or written questioning to assess knowledge of compliance processes used to identify compliance requirements and issues • review research plan • evaluation of process used to distribute draft report of the research outcomes, findings and recommendations for comment and feedback, and outcomes of this process.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other compliance units.

Range Statement

RANGE STATEMENT

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

<p><i>Purpose and scope of the required compliance related research</i> may include:</p>	<ul style="list-style-type: none"> • costs of compliance at the organisation or wider levels • investigation of relevant jurisdictional aspects of compliance covering: <ul style="list-style-type: none"> • organisational issues • industry issues • local issues • state/territory issues • national issues • global issues • potential consequences of non-compliance at the organisation or wider levels • potential impacts of compliance requirements upon an organisation, an industry or an economy • program and system requirements for effective compliance management • skill requirements and organisational structures for effective compliance management
<p><i>Client/s</i> may include:</p>	<ul style="list-style-type: none"> • educational institutions and organisations • enterprises • government departments • professional associations and institutes • regulatory authorities
<p><i>Relevant internal and/or external personnel</i> may include:</p>	<ul style="list-style-type: none"> • board of directors • chief executive officer • chief executives and managers in organisations with an interest in the compliance issues being researched • compliance management team (where relevant) • compliance specialists at the operational level • frontline managers • legal and business advisors and consultants

RANGE STATEMENT	
	<p>with expertise and interest in compliance requirements and related management systems</p> <ul style="list-style-type: none"> • representatives of professional associations and institutes relevant to the organisation's operations and sphere of business • representatives of relevant authorities in pertinent compliance areas • senior management team
Research methodology may include:	<ul style="list-style-type: none"> • desk analysis • environmental scans • literature searches including internet searches • qualitative data analysis • quantitative data analysis using manual and computerised techniques • surveys including interviews, focus groups, questionnaires
Research plan may include:	<ul style="list-style-type: none"> • costs • details of the research objectives and deliverables • methodology • personnel required including project manager, researcher or research team and those who may be consulted during the course of the research activities • time lines and milestones
Research data may include:	<ul style="list-style-type: none"> • completed survey questionnaires • document files downloaded from internet websites • published documents including papers, standards, regulations • quantitative data collected from various sources, such as ABS data, data provided by regulatory authorities, demographic data • records of interviews, meetings or focus group workshop outcomes • records of telephone conversations • written correspondence including letters, faxes, emails
Relevant Australian and international standards may include:	<ul style="list-style-type: none"> • AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations

RANGE STATEMENT	
	<ul style="list-style-type: none"> AS ISO 15489:2004 Records management AS/NZS 4360:2004 Risk management quantitative and qualitative data analysis techniques relevant to compliance related evaluation
<p><i>Authorised personnel</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> chief executive officer or manager in an organisation nominated representative of educational institution/s or organisation/s nominated representative of professional association/s or institute/s nominated representative of a regulatory authority project manager project steering committee

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Compliance
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Co-requisite units

Co-requisite units	

BSBCRT401 Articulate, present and debate ideas

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Application

This unit describes the skills and knowledge required to articulate, present and debate ideas in a work or broader life context using creative techniques in order to provoke response, reaction and critical discussion.

This unit applies to individuals who contribute and present ideas that may be complex in nature and may relate to new products, services, processes or creative works using a degree of risk taking and storytelling.

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

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse ideas for communication to others	1.1 Distil key themes, messages and positions to aid in clarity of thought and presentation 1.2 Reflect on different ways of communicating ideas for different purposes and to different people 1.3 Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas

ELEMENT	PERFORMANCE CRITERIA
2. Provoke response and reaction	2.1 Explore and use different techniques to engage, fascinate and involve others in the process of communication and exchange 2.2 Explore the ways that storytelling can be used to communicate ideas 2.3 Create innovative approaches to different communication challenges 2.4 Be prepared to take risks in the way ideas are presented 2.5 Identify specific ways to provoke and encourage response in particular individuals or groups
3. Debate and discuss ideas	3.1 Present and argue substantiated positions on ideas 3.2 Be open to critical analysis of own ideas and to the ideas of others 3.3 Identify and participate in conversations that challenge and explore different concepts and approaches and generate new ideas 3.4 Respond to questions about ideas with confidence and relevant information 3.5 Reflect on and appraise the views of others, and use to refine ideas and to embrace new ideas

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.5	<ul style="list-style-type: none"> Considers opinions of others to improve and enhance own learning
Oral Communication	2.1, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Articulates ideas and requirements clearly and creatively using techniques appropriate to audience and environment Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning Uses a range of persuasive responses and makes comparisons which show an understanding of topics and concepts

Interact with others	2.1, 2.2, 2.3	<ul style="list-style-type: none"> Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.5	<ul style="list-style-type: none"> Recognises opportunities to develop and apply new ideas and select ideas for implementation Considers key themes and ideas to be explored and identifies ways to respond to and use diverse perspectives Uses features and functions of digital tools and technologies to store and present information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT401 Articulate, present and debate ideas	BSBCRT401A Articulate, present and debate ideas	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT401 Articulate, present and debate ideas

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- present ideas and information to a unfamiliar audience and environment that provoke interest and response
- reflect on and appraise the views of others
- participate actively and confidently in critical debate and discussion of ideas while responding to new and different communication situations
- investigate and evaluate creative and different ways of expressing and communicating ideas while making an opportunity pitch.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain different ways in which individuals receive and respond to ideas and information, and what influences their response
- identify the enabling skills and attributes of people needed to effectively discuss ideas
- describe the nature and role of risk taking in the presentation and debate of ideas
- explain the role of storytelling in communicating ideas and key storytelling techniques
- describe common techniques to tailor comments to particular audiences.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the creativity and innovation – critical thinking field of work and include access to opportunities to present, discuss and debate ideas with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate

ELEMENT	PERFORMANCE CRITERIA
2 Satisfy complex customer needs	<p>2.1 Explain possibilities for meeting customer needs</p> <p>2.2 Assist customers to evaluate service and/or product options to satisfy their needs</p> <p>2.3 Determine and prioritise preferred actions</p> <p>2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner</p>
3 Manage networks to ensure customer needs are addressed	<p>3.1 Establish effective regular communication with customers</p> <p>3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation</p> <p>3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available</p> <p>3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services</p> <p>3.5 Maintain records of customer interaction in accordance with organisational procedures</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.1, 3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Prepares written reports, up-to-date procedures and other workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> Clearly articulates customer's needs using language suitable to diverse audiences and employs listening and questioning techniques to confirm understanding
Navigate the world of work	3.5	<ul style="list-style-type: none"> Recognises and applies organisational protocols and meets expectations associated with own work

Interact with others	1.1-1.3, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> • Selects and uses appropriate communication techniques to establish and maintain positive working relationships • Establishes connections and shares information with others who can contribute to effective work outcomes
Get the work done	2.3, 2.4, 3.3-3.5	<ul style="list-style-type: none"> • Develops and implements plans for routine and non-routine tasks recognising the importance of aligning goals and expectations to achieve outcomes • Recognises and takes responsibility for addressing predictable and non-predictable problems in own work context • Uses digital systems to organise and store information relevant to own work

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS402 Address customer needs	BSBCUS402B Address customer needs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
 - helping customers to articulate their needs and evaluate options
 - explaining products/services and how they match customer needs
 - establishing regular communication
 - explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational procedures and standards for establishing and maintaining customer service relationships
- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
 - possible alternative products and services
 - variations within a limited product and service range.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- office equipment and resources
- business technology
- organisational policies, procedures, quality systems, manuals and guidelines for customer management
- examples of products/services and promotional strategies
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCUS402B Address customer needs

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS402A Address customer needs</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, which includes assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

Application of the Unit

This unit applies to workers required to be familiar with a product and service that varies widely and is capable of significant customisation.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate
2. Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3. Manage networks to ensure customer needs are addressed	3.1 Establish effective regular communication with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer, and the products and services available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with

	<i>organisational procedures</i>
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Required Skills and Knowledge

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

Required skills

- communication skills to relate to people from diverse backgrounds and people with diverse abilities.
- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to:
 - interpret product and service features or sales data
 - read a variety of texts to prepare general information and papers
 - summarise information obtained from a variety of verbal and non-verbal sources
 - write formal and informal text
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- problem-solving skills to develop solutions unique to a customer
- self-management skills to:
 - comply with policies and procedures
 - seek learning and development opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- organisational procedures and standards for customer service relationships
- detailed product and service knowledge which may:
 - be of significant breadth so as to propose alternative products and services, or
 - of significant depth so as to propose variations within a limited product and service range.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • assisting customers to articulate their needs • documenting processes used and customer satisfaction with the products/services offered • assisting customers to address their needs.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation prioritising preferred actions • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports • evaluation of communication established with customers • review of customer interaction records.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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

Customers may include:	<ul style="list-style-type: none"> • customers with routine or specific requests • in person, computer-based and telephone customers • internal and external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers.
Rights and responsibilities of customers may include:	<ul style="list-style-type: none"> • fulfilment of external obligations • informed consent.
Effective regular communication may include:	<ul style="list-style-type: none"> • giving customers full attention • handling sensitive and confidential issues • maintaining eye-contact (for face-to-face interactions), except where eye-contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clearly written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
Products and services may include:	<ul style="list-style-type: none"> • either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Organisational procedures may include:	<ul style="list-style-type: none"> • procedural manuals • quality systems, standards and guidelines.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan to meet internal and external customer requirements	1.1 Investigate, identify, assess, and include the needs of customers in planning processes 1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and	2.1 Deliver products and services to customer specifications within

ELEMENT	PERFORMANCE CRITERIA
services	<p>organisation's business plan</p> <p>2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards</p> <p>2.3 Help colleagues overcome difficulties in meeting customer service standards</p>
3 Monitor, adjust and review customer service	<p>3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards</p> <p>3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services</p> <p>3.3 Develop, procure and use resources effectively to provide quality products and services to customers</p> <p>3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups</p> <p>3.5 Manage records, reports and recommendations within the organisation's systems and processes</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	1.2, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	<ul style="list-style-type: none"> Clearly articulates systems and standards in a team environment using language suitable to diverse audiences Uses listening and questioning techniques to obtain feedback and confirm understanding
Numeracy	1.2	<ul style="list-style-type: none"> Interprets and comprehends mathematical information in organisation's business and customer service plans.

Navigate the world of work	2.1, 2.2, 3.1, 3.5	<ul style="list-style-type: none"> Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 2.3, 3.4	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes Provides support in field of expertise to team
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	<ul style="list-style-type: none"> Develops and implements plans using logical processes and monitors and evaluates progress against stated goals Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS501 Manage quality customer service	BSBCUS501C Manage quality customer service	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs
- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research

- customer relations
- ongoing product and/or service quality
- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the customer service field of work and include access to:

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCUS501C Manage quality customer service

Modification History

Release	Comments
Release 1	<p>New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

Operators may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework. At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Plan to meet internal and external customer requirements	<p>1.1 Investigate, identify, assess, and include the needs of customers in planning processes</p> <p>1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers</p>
2. Ensure delivery of quality products and services	<p>2.1 Deliver products and services to customer specifications within organisation's business plan</p> <p>2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards</p> <p>2.3 Assist colleagues to overcome difficulty in meeting customer service standards</p>
3. Monitor, adjust and review customer service	<p>3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards</p> <p>3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services</p> <p>3.3. Develop, procure and use resources effectively to provide quality products and services to customers</p> <p>3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups</p> <p>3.5 Manage records, reports and recommendations within the organisation's systems and processes</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to:
 - coach and mentor staff and colleagues
 - monitor and advise on customer service strategies
- literacy skills to:
 - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
 - prepare general information and papers according to target audience
 - read and understand a variety of texts
- problem-solving skills to:
 - deal with customer enquiries or complaints
 - deal with complex and non-routine difficulties
- technology skills to select and use technology appropriate to a task
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - Australian consumer law
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs
- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research
 - customer relations
 - ongoing product and/or service quality

- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and used to monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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Range Statement

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

<i>Customers</i> may be:	<ul style="list-style-type: none"> • Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services.
<i>Quality</i> may refer to:	<ul style="list-style-type: none"> • characteristics of a product, system, service or process that meet the requirements of customers and interested parties.
<i>Products and services</i> may include:	<ul style="list-style-type: none"> • either products or services • goods • ideas • infrastructure • private or public sets of benefits.
<i>Strategies</i> may refer to:	<ul style="list-style-type: none"> • databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities.

<i>Resources</i> may include:	<ul style="list-style-type: none">• buildings/facilities• equipment• finance• information• people• power/energy• technology• time.
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Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

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

Unit Sector

Finance - Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial

ELEMENT	PERFORMANCE CRITERIA
	<p>plans with relevant personnel within the organisation</p> <p>1.4 Prepare contingency plans in the event that initial plans need to be varied</p>
2 Implement financial management approaches	<p>2.1 Disseminate relevant details of the agreed budget/financial plans to team members</p> <p>2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances</p> <p>2.3 Determine and access resources and systems to manage financial management processes within the work team</p>
3 Monitor and control finances	<p>3.1 Implement processes to monitor actual expenditure and to control costs across the work team</p> <p>3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns</p> <p>3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives</p> <p>3.4 Report on budget and expenditure in accordance with organisational protocols</p>
4 Review and evaluate financial management processes	<p>4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team</p> <p>4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes</p> <p>4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	<ul style="list-style-type: none"> Interprets and analyses information to determine activities required

Writing	1.1, 1.4, 4.1-4.3	<ul style="list-style-type: none"> Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	<ul style="list-style-type: none"> Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	<ul style="list-style-type: none"> Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	<ul style="list-style-type: none"> Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financial record keeping and auditing
- describe the principles and techniques involved in managing:
 - budgeting
 - cash flows
 - electronic spreadsheets

- GST
- ledgers and financial statements
- profit and loss statements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s.</p> <p>The unit applies to managers working in small and large business environments and not for profit organisations.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan financial management approaches	1.1. Access <i>budget/financial plans</i> for the work team 1.2. Clarify budget/financial plans with <i>relevant personnel</i> within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare <i>contingency plans</i> in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide <i>support</i> to ensure that team members can competently perform <i>required roles</i> associated with the management of finances 2.3. Determine and access <i>resources and systems</i> to manage financial management processes within the

ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement <i>processes</i> to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. Report on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, <i>data and information on the effectiveness of financial management processes</i> within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
 - budgeting

REQUIRED SKILLS AND KNOWLEDGE

- cash flows
- electronic spreadsheets
- GST
- ledgers and financial statements
- profit and loss statements.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements
- knowledge of the record keeping requirements for the ATO and for auditing purposes.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

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

- assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation
- demonstration of techniques using financial record keeping software
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reporting on budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Budget/financial plans</i> may include:	<ul style="list-style-type: none"> • cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • financial managers, accountants or financial controllers • supervisors, other frontline managers
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

RANGE STATEMENT	
	<ul style="list-style-type: none"> • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Support</i> may include:	<ul style="list-style-type: none"> • access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
<i>Required roles</i> may include:	<ul style="list-style-type: none"> • arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
<i>Resources and systems</i> may include:	<ul style="list-style-type: none"> • hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support
<i>Processes</i> to monitor actual expenditure and to control costs across the work team include:	<ul style="list-style-type: none"> • reporting of: <ul style="list-style-type: none"> • assets • consumables

RANGE STATEMENT	
	<ul style="list-style-type: none"> • equipment • expenditure • income • stock • wastage
<i>Reporting</i> may include data from:	<ul style="list-style-type: none"> • bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
<i>Data and information on the effectiveness of financial management processes</i> may include records (paper-based and electronic) related to:	<ul style="list-style-type: none"> • bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Collect information	1.1 Collect information in a timely manner and ensure it is relevant to organisational needs 1.2 Use business equipment/technology available in the work area to effectively obtain information 1.3 Apply organisational requirements relating to security and confidentiality in handling information

ELEMENT	PERFORMANCE CRITERIA
2 Process workplace information	<p>2.1 Use business equipment/technology to process information in accordance with organisational requirements</p> <p>2.2 Process information in accordance with defined timeframes, guidelines and procedures</p> <p>2.3 Update, modify and file information in accordance with organisational requirements</p> <p>2.4 Collate and despatch information in accordance with specified timeframes and organisational requirements</p>
3 Maintain information systems	<p>3.1 Maintain information and filing systems in accordance with organisational requirements</p> <p>3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements</p> <p>3.3 Establish and assemble new files in accordance with organisational requirements</p> <p>3.4 Update reference and index systems in accordance with organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	<ul style="list-style-type: none"> Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.3, 2.1-2.4, 3.4	<ul style="list-style-type: none"> Records simple and routine content using an established format to organise information
Oral Communication	1.1, 1.2	<ul style="list-style-type: none"> Uses listening and questioning skills to clarify and adhere to requirements
Numeracy	2.2, 2.4, 3.4	<ul style="list-style-type: none"> Comprehends basic mathematical measurements relating to times and number sequences
Navigate the world of work	1.3, 2.1, 2.3, 2.4, 3.1-3.4	<ul style="list-style-type: none"> Recognises organisational procedures and understands relevance of legislative requirements
Get the work	1.1-1.3, 2.1, 2.2, 2.4,	<ul style="list-style-type: none"> Follows clearly defined instructions and monitors own

done	3.1-3.3	progress to achieve timelines <ul style="list-style-type: none"> • Solves problems directly related to tasks, and makes low-impact decisions • Uses digital technologies following instructions regarding data entry and retrieval
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of workplace information systems.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBINM201A Process and maintain workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1. Collect <i>information</i> in a timely manner and ensure that it is relevant to organisational needs 1.2. Use <i>business equipment/technology</i> available in the work area to effectively obtain information 1.3. Apply <i>organisational requirements</i> relating to security and confidentiality in handling information
2. Process workplace information	2.1. Use business equipment/technology to process information in accordance with organisational requirements 2.2. Process information in accordance with defined timeframes, guidelines and procedures 2.3. Update, modify and file information in accordance with organisational requirements 2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1. Maintain information and filing systems in accordance with organisational requirements 3.2. Identify, <i>remove</i> and/or <i>relocate inactive or dead files</i> in accordance with organisational requirements 3.3. Establish and assemble new files in accordance with organisational requirements 3.4. Update reference and index systems in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational policies and procedures relating to collecting and processing workplace information
- organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying organisational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace information systems.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of maintenance of information and filing systems • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of the management of information in the workplace.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other information management units.

Range Statement

RANGE STATEMENT

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

RANGE STATEMENT	
regional contexts) may also be included.	
Information may include:	<ul style="list-style-type: none"> • computer databases (library catalogue, customer records) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • forms (insurance forms, membership forms) • invoices (from suppliers, to debtors) • minutes of meetings • personnel records (personal details, salary rates) • sales records (monthly forecasts, targets achieved)
Business equipment/technology may include:	<ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone
Organisational requirements may include:	<ul style="list-style-type: none"> • despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files may include:	<ul style="list-style-type: none"> • compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files • transferring records from the active filing system to secondary storage
Relocating inactive or dead files may include:	<ul style="list-style-type: none"> • electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material

RANGE STATEMENT

	• printed material
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Information Management
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Co-requisite units

Co-requisite units		

BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Organise learning to use information or knowledge management system	1.1 Identify learning needs of relevant personnel and stakeholders for input into and use of an information or knowledge management system 1.2 Identify and secure human, financial and physical resources

ELEMENT	PERFORMANCE CRITERIA
	<p>required for learning activities to use an information or knowledge management system</p> <p>1.3 Organise and facilitate learning activities</p> <p>1.4 Promote and support use of the system throughout the organisation</p> <p>1.5 Monitor and document effectiveness of learning activities</p>
2 Manage use of information or knowledge management system	<p>2.1 Ensure implementation of policies and procedures for the information or knowledge management system are monitored for compliance, effectiveness and efficiency</p> <p>2.2 Address implementation issues and problems as they arise</p> <p>2.3 Monitor integration and alignment with data and information systems</p> <p>2.4 Collect information on achievement of performance measures</p> <p>2.5 Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required</p>
3 Review use of information or knowledge management system	<p>3.1 Analyse effectiveness of system and report on strengths and limitations of the system</p> <p>3.2 Review business and operational plan and determine how effectively the system is contributing to intended outcomes</p> <p>3.3 Make recommendations for improvement to system, policy or work practices</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.1-3.3	<ul style="list-style-type: none"> Researches and critically analyses documentation from a variety of sources to determine requirements
Writing	1.1-1.5, 2.1-2.4, 3.2, 3.3	<ul style="list-style-type: none"> Prepares and produces documentation for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations

Oral Communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.3	<ul style="list-style-type: none"> • Presents information using structure and language to suit the audience • Uses active listening and questioning and reading of verbal and non-verbal signals to clarify information and to confirm understanding
Navigate the world of work	2.1, 3.3	<ul style="list-style-type: none"> • Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1-1.4, 2.5, 3.3	<ul style="list-style-type: none"> • Implements strategies for a diverse range of colleagues and clients in order to build rapport and foster strong relationships • Collaborates with others sharing information to build strong work groups and avoid behaviours that are not conducive to a productive environment • Elicits feedback and provides feedback to others in order to improve self or workgroup behaviours
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2	<ul style="list-style-type: none"> • Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Applies systematic and analytical processes to address problems and make decisions in complex situations • Investigates new and innovative ideas as a means to continuously improve, work practices and processes • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINM501 Manage an information or knowledge	BSBINM501A Manage an information or knowledge	Updated to meet Standards for Training Packages	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
management system	management system		

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify learning needs and plan and implement learning activities to enable personnel to use information or knowledge management system including
 - providing human, financial and physical resources as required
 - use of coaching, mentoring, information sessions, workshops, training programs and e-learning as appropriate
- monitor performance and address issues and contingencies as they arise including
 - accessing technical specialists as required
 - correct application of policies and procedures for the information or knowledge management system
 - alignment and effectiveness of the policies and procedures
 - effectiveness of information or knowledge management system for intended outcomes
- recommend improvements to systems, policies and practices as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislation, codes of practice and national standards relevant to privacy, freedom of information and knowledge management
- explain organisational policies and procedures including:
 - records management
 - information management
 - customer service
 - commercial confidentiality

- describe the organisational operations and existing data and information systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace systems, documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.</p> <p>The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	<p>1.1. Identify learning needs of <i>relevant personnel and stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i></p> <p>1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> to use an information or knowledge management system</p> <p>1.3. Organise and facilitate learning activities</p> <p>1.4. Promote and support use of the system throughout the organisation</p> <p>1.5. Monitor and document effectiveness of learning activities</p>
2. Manage use of information or knowledge management system	<p>2.1. Ensure implementation of <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency</p> <p>2.2. Address implementation issues and problems as they arise</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of <i>performance measures</i> 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality legislation
 - freedom of information legislation
 - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality
- organisational operations, and existing data and information systems.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to system access to system user feedback.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written reports reviewing and evaluating information or knowledge management systems direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations oral or written questioning to assess knowledge of relevant organisational policies and procedures review of identified learning needs personnel and stakeholders regarding the information or knowledge management system evaluation of monitoring and documentation about the effectiveness of learning activities analysis documentation reporting on the strengths and limitations of the system review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE

assessment	<p>industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.
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Range Statement**RANGE STATEMENT**

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

<i>Relevant personnel</i> include:	<ul style="list-style-type: none"> • managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
<i>Stakeholders</i> include:	<ul style="list-style-type: none"> • clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
<i>Information or knowledge management</i> is defined as:	<ul style="list-style-type: none"> • equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
<i>An information or knowledge management system:</i>	<ul style="list-style-type: none"> • comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
<i>Learning activities</i> include:	<ul style="list-style-type: none"> • coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

RANGE STATEMENT	
	<p>learning opportunities</p> <ul style="list-style-type: none"> • use of expert workers such as coaches and mentors to help other personnel use the system
<i>Policies and procedures for the information or knowledge management system</i> cover:	<ul style="list-style-type: none"> • complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
<i>Performance measures</i> include:	<ul style="list-style-type: none"> • key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Lead innovation by example	1.1 Make innovation an integral part of leadership and management activities 1.2 Demonstrate positive reception of ideas from others and provide constructive advice 1.3 Establish and maintain relationships based on mutual respect and trust

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Take considered risks to open up opportunities for innovation</p> <p>1.5 Regularly evaluate own approaches for consistency with the wider organisational or project context</p>
2 Establish work practices that support innovation	<p>2.1 Consult on and establish working conditions that reflect and encourage innovative practice</p> <p>2.2 Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas</p> <p>2.3 Facilitate and participate in collaborative work arrangements to foster innovation</p> <p>2.4 Build and lead teams to work in ways that maximise opportunities for innovation</p>
3 Promote innovation	<p>3.1 Acknowledge suggestions, improvements and innovations from all colleagues</p> <p>3.2 Find appropriate ways of celebrating and promoting innovation</p> <p>3.3 Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project</p> <p>3.4 Promote and support the evaluation of innovative ideas within the wider organisational or project context</p>
4 Create a physical environment which supports innovation	<p>4.1 Evaluate the impact of the physical environment in relation to innovation</p> <p>4.2 Collaborate with colleagues about ideas for enhancing the physical work environment before taking action</p> <p>4.3 Consider potential for supporting innovation when selecting physical resources and equipment</p> <p>4.4 Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships</p>
5 Provide learning opportunities	<p>5.1 Pro-actively share relevant information, knowledge and skills with colleagues</p> <p>5.2 Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation</p> <p>5.3 Create opportunities in which individuals can learn from the experience of others</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.2, 4.1, 5.1	<ul style="list-style-type: none"> Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	3.3, 3.4, 5.1	<ul style="list-style-type: none"> Develops information for others using language to suit the context and audience
Oral Communication	1.2, 2.1, 2.3, 3.1, 3.3, 3.4, 5.1	<ul style="list-style-type: none"> Presents ideas and concepts to a range of audiences using structure and language to suit the audience Uses active listening and questioning to discuss and clarify information and to confirm understanding
Navigate the world of work	1.1, 1.5, 2.1, 2.2, 3.3, 5.1, 5.2	<ul style="list-style-type: none"> Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role requirements Stays up to date with professional development options to provide relevant information to staff
Interact with others	1.2, 1.3, 2.3, 2.4, 3.1-3.4, 4.2, 5.1, 5.3	<ul style="list-style-type: none"> Uses appropriate communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace
Get the work done	1.1, 1.4, 1.5, 2.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.2, 5.3	<ul style="list-style-type: none"> Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking Facilitates a climate where people feel comfortable suggesting and discussing improvements or new ideas Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN502 Build and sustain an innovative work environment	BSBINN502A Build and sustain an innovative work environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to maximise opportunities for innovation by:

- establishing procedures and practices that foster innovation including:
 - collaborative work arrangements
 - building team capacity to contribute to innovation
 - providing formal and informal learning opportunities
 - evaluating ideas
 - celebration and promotion of innovation
 - consultation
 - respectful communications and sharing of ideas and feedback
- reinforcing the value of innovation to the vision and objectives of the organisation,
- modelling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation
- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces
- making changes to a workspace that will encourage innovation in at least one of
 - design
 - fit-out
 - decoration.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the concepts and theories of innovation and how these link to innovation in practice
- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- research the legislative framework that impacts on operations in the relevant workplace context
- explain how different approaches to management and leadership can support or hinder innovation
- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment.
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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature.</p> <p>The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Lead innovation by example	1.1. Make innovation an integral part of <i>leadership and management activities</i> 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered <i>risks</i> to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish <i>working conditions</i> that reflect and encourage innovative practice 2.2. Introduce and maintain <i>workplace procedures</i> that foster innovation and allow for rigorous <i>evaluation of innovative ideas</i> 2.3. Facilitate and participate in <i>collaborative work arrangements</i> to foster innovation

ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in <i>ways that maximise opportunities for innovation</i>
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate <i>ways of celebrating and promoting innovation</i> 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the <i>impact of the physical environment</i> in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage <i>formal and informal learning opportunities</i> to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, consultation and negotiation skills to model and lead, open and collaborative relationships

REQUIRED SKILLS AND KNOWLEDGE

- comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context
- planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation
- problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.

Required knowledge

- benefits of providing coaching and learning opportunities in relation to innovation
- concept of innovation, what it is and what it means for different people either working independently or within an organisation
- context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- different ways of rewarding performance
- factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- legislative framework that impacts on operations in the relevant workplace context
- management principles and leadership styles, including the impact of different approaches on innovation
- typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these
- ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

EVIDENCE GUIDE	
	<p>evaluation processes</p> <ul style="list-style-type: none"> • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	<p>Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Leadership and management activities</i> may include:</p>	<ul style="list-style-type: none"> • people management practices • planning processes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • regular management meetings • review processes
<i>Risks</i> may include:	<ul style="list-style-type: none"> • budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforeseen impacts of innovative ideas
<i>Working conditions</i> may include:	<ul style="list-style-type: none"> • family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
<i>Workplace procedures</i> may relate to:	<ul style="list-style-type: none"> • briefing processes • client relations • performance management • project management • staff meetings • training
<i>Evaluation of innovative ideas</i> may relate to:	<ul style="list-style-type: none"> • analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
<i>Collaborative work arrangements</i> might be:	<ul style="list-style-type: none"> • cross section • vertical teams • within a section • working with supplier organisations or partner organisations
<i>Ways that maximise opportunities for innovation</i> may relate to:	<ul style="list-style-type: none"> • collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
<i>Ways of celebrating and</i>	<ul style="list-style-type: none"> • congratulating the project team

RANGE STATEMENT	
<i>promoting innovation</i> may include:	<ul style="list-style-type: none"> • ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
<i>Impact of the physical environment</i> may relate to:	<ul style="list-style-type: none"> • eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of décor • use of creative messages or images in the workplace • workspace design and décor • workstation arrangements and opportunities for interaction
<i>Formal and informal learning opportunities</i> may include:	<ul style="list-style-type: none"> • coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		

BSBITU401A Design and develop complex text documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and develop business documents using complex technical features of word processing software.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in a range of business environments and are skilled in the creation of complex documents using word processing software. These skills may be applied in the provision of administrative support within an enterprise, or by technical/knowledge experts responsible for producing their own word processed documents.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce word processed documents	<p>1.1. Use safe work practices to ensure <i>ergonomic, work organisation, energy and resource conservation requirements</i> are addressed</p> <p>1.2. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required</p> <p>1.3. Identify <i>organisational requirements</i> for text-based business documents to ensure consistency of style and image</p> <p>1.4. Evaluate <i>complex technical functions</i> of the software for their usefulness in fulfilling the requirements of the task</p> <p>1.5. Match document requirements with software functions to provide efficient production of documents</p>
2. Design complex documents	<p>2.1. <i>Design</i> document <i>structure and layout</i> to suit purpose, audience and information requirements of the task</p> <p>2.2. Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3. Use complex software functions to enable efficient manipulation of information and other material, and ensure <i>consistency of design and layout</i></p> <p>2.4. Use manuals, user documentation and online help to overcome problems with document design and production</p>
3. Add complex tables and other data	<p>3.1. Insert a standard table into document, changing cells to meet information requirements</p> <p>3.2. <i>Format rows and columns</i> as required</p> <p>3.3. Insert images and <i>other data, formatting</i> as required</p>
4. Produce documents	<p>4.1. Use complex operations in the development of documents, to achieve required results</p> <p>4.2. Preview, adjust and <i>print</i> documents in accordance with organisational and task requirements</p> <p>4.3. <i>Name and store documents</i> in accordance with organisational requirements and exit the application without information loss/damage</p> <p>4.4. Prepare documents within <i>designated time lines</i> and organisational requirements for speed and accuracy</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- keyboarding skills to enter text and numerical data
- literacy skills to edit and proofread documents, creating documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques

REQUIRED SKILLS AND KNOWLEDGE

- organisational style guide.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- production of text documents using advanced software functions
- application of document design principles.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to examples of complex text documents and style guides.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documents with complex design
- demonstration of techniques
- oral or written questioning to assess knowledge of word processing software functions.

Guidance information for assessment

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

- BSBWRT401A Write complex documents.

Range Statement

RANGE STATEMENT

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

Ergonomic requirements may include:

- avoiding radiation from computer screens
- chair height, seat and back adjustment
- document holder
- footrest
- keyboard and mouse position
- lighting
- noise minimisation
- posture
- screen position
- workstation height and layout
- equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances

Work organisation requirements may include:

- exercise breaks
- mix of repetitive and other activities
- rest periods

Energy and resource conservation requirements may include:

- double-sided paper use
- recycling used and shredded paper
- re-using paper for rough drafts (observing confidentiality requirements)
- using power-save options for equipment

Complex ***documents*** may include:

- call outs
- captions
- concordance files
- different odd and even pages
- document protection
- drawing
- forms with fields
- hyperlinks
- linked and/or embedded objects
- long documents
- mail merge data documents
- master documents

RANGE STATEMENT	
	<ul style="list-style-type: none"> • MS WordArt • multiple headers and footers • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename, etc. in header/footer • templates
<i>Complex technical functions</i> may include:	<ul style="list-style-type: none"> • alignment • data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • page and section breaks • sort criteria • style sheets • table of contents • templates
<i>Design</i> choices may include:	<ul style="list-style-type: none"> • balance • diversity • relative positioning of graphics and headings • simplicity

RANGE STATEMENT	
	<ul style="list-style-type: none"> • text flow • typography
<i>Structure and layout</i> may include:	<ul style="list-style-type: none"> • boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
<i>Consistency of design and layout</i> may include:	<ul style="list-style-type: none"> • annotated references • borders • bullet/number lists • captions • consistency with other business documents • footnotes/end notes • indentations • page numbers • spacings • typeface styles and point size
<i>Formatting rows and column</i> may include:	<ul style="list-style-type: none"> • auto distribute • fills/shading • lines and borders • merge cells • sorting contents • split cell • text direction
<i>Other data</i> may include:	<ul style="list-style-type: none"> • clip art • data from other software applications • digital photographs • files • graphics • quotes • references • scanned photographs and logos • tables, graphs and charts

RANGE STATEMENT	
Formatting of other data may include:	<ul style="list-style-type: none"> • colour • cropping • layout • position in relation to other text • size
Printing may include:	<ul style="list-style-type: none"> • print merge • print to file • to fit specific number of pages • with comments • with drawing objects • with field codes • with hidden text
Naming and storing documents may include:	<ul style="list-style-type: none"> • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up
Designated time lines may include:	<ul style="list-style-type: none"> • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description
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	Criteria	
Writing	1.1, 4.2	<ul style="list-style-type: none"> Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	<ul style="list-style-type: none"> Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with team members Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	<ul style="list-style-type: none"> Develops, implements and monitors plans and processes to ensure team engagement and effectiveness Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Communicate to influence relevant individuals and stakeholders	<p>1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct</p> <p>1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders</p> <p>1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate</p> <p>1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture</p> <p>1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders</p>
2. Cultivate new and existing partnerships with stakeholders	<p>2.1 Establish outcomes to be achieved from the partnership</p> <p>2.2 Analyse and apply models for effective consultation and collaboration within partnerships</p> <p>2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions</p> <p>2.4 Forge relationships, collaborative communities or partnerships between organisations</p>
3. Establish positive collaborative relationships	<p>3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration</p> <p>3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner</p> <p>3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards</p> <p>3.4 Encourage staff to undertake activities that develop their personal competence and performance</p> <p>3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements</p> <p>3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment</p>
4. Lead establishment of a	4.1 Identify and address relevant organisational policies and

ELEMENT	PERFORMANCE CRITERIA
partnership program	<p>procedures in partnership plans</p> <p>4.2 Identify and incorporate relevant legal requirements into planning</p> <p>4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises</p> <p>4.4 Plan and allocate resource requirements to accomplish a partnership program</p> <p>4.5 Establish relevant organisational policies and procedures relating to partnerships</p>
5. Establish reporting mechanisms for partnership program	<p>5.1 Establish reporting systems for reporting results against planned partnership outcomes</p> <p>5.2 Implement reporting systems to map progress against partnership outcomes</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	<ul style="list-style-type: none"> Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	<ul style="list-style-type: none"> Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	<ul style="list-style-type: none"> Leads discussions using language and non-verbal features to suit the audience Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	<ul style="list-style-type: none"> Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	<ul style="list-style-type: none"> Takes a lead role in the development of organisational goals, roles and responsibilities Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms

		of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	<ul style="list-style-type: none"> Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	<ul style="list-style-type: none"> Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	BSBREL701A Develop and cultivate collaborative partnerships and relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant

ELEMENT	PERFORMANCE CRITERIA
	sources and compare with established team learning needs
2. Develop individuals and teams	<p>2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</p> <p>2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies</p> <p>2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4 Document and maintain records and reports of competency according to organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	<ul style="list-style-type: none"> • Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others

Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	<ul style="list-style-type: none"> Analyses textual information from a range of sources to identify organisational requirements Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	<ul style="list-style-type: none"> Develops materials to suit the requirements of different roles and individuals in the organisation Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> Uses vocabulary appropriate to context and to establish a supportive and learning environment Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	<ul style="list-style-type: none"> Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts Recognises the importance of building rapport to establish effective working relationships Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> Uses logical planning processes to organise, implement and monitor learning and development needs Systematically gathers and analyses all relevant information and evaluates options to make informed decisions Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401	BSBLED401A	Updated to meet	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
Develop teams and individuals	Develop teams and individuals	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	<p>1.1. Systematically identify and implement <i>learning and development needs</i> in line with <i>organisational requirements</i></p> <p>1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3. Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4. Collect <i>feedback on performance</i> of team members from relevant sources and compare with established team learning needs</p>
2. Develop individuals and teams	<p>2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2. Ensure that <i>learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i></p> <p>2.3. Provide workplace learning opportunities, and <i>coaching and mentoring assistance</i> to facilitate individual and team achievement of competencies</p> <p>2.4. Create development opportunities that incorporates a</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4. Document and maintain records and reports of competency according to organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles

REQUIRED SKILLS AND KNOWLEDGE

- codes of practice
- privacy laws
- occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- identifying and implementing learning opportunities for others
- giving and receiving feedback from team members to encourage participation in and effectiveness of team
- creating learning plans to match skill needs
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of learning and development plans, policies and procedures
- examples of documents relating to diversity policies and procedures.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry review of records and reports of competency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> management units other learning and development units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Learning and development needs</i> may include:</p>	<ul style="list-style-type: none"> career planning/development coaching, mentoring and/or supervision formal/informal learning programs internal/external training provision performance appraisals personal study recognition of current competence/skills recognition work experience/exchange/opportunities workplace skills assessment
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> access and equity principles and practices anti-discrimination and related policy business and performance plans confidentiality and security requirements defined resource parameters ethical standards goals, objectives, plans, systems and processes legal and organisational policies, guidelines and requirements

RANGE STATEMENT	
	<ul style="list-style-type: none"> • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
<i>Feedback on performance</i> may include:	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
<i>Learning delivery methods</i> may include:	<ul style="list-style-type: none"> • conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
<i>Equipment and resources</i> may include:	<ul style="list-style-type: none"> • facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
<i>Coaching and mentoring assistance</i> may include:	<ul style="list-style-type: none"> • fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		

BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

ELEMENT	PERFORMANCE CRITERIA
	<p>the team and/or enterprise and available learning opportunities</p> <p>1.3 Develop and implement learning plans as an integral part of individual and team performance plans</p> <p>1.4 Develop strategies to ensure that learning plans reflect the diversity of needs</p> <p>1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities</p> <p>1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance</p>
2. Facilitate and promote learning	<p>2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team</p> <p>2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes</p> <p>2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs</p> <p>2.4 Share the benefits of learning with others in the team and organisation</p> <p>2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards</p>
3. Monitor and improve learning effectiveness	<p>3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues</p> <p>3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements</p> <p>3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning</p> <p>3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	<ul style="list-style-type: none"> Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	<ul style="list-style-type: none"> Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	<ul style="list-style-type: none"> Present information and opinions using language and features appropriate to the audience and context Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	<ul style="list-style-type: none"> Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion Recognises the importance of building rapport to establish effective working relationships Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	<ul style="list-style-type: none"> Uses logical processes to plan, implement and monitor learning in the workplace Systematically gathers and analyses relevant

		<p>information and evaluates options to make informed decisions</p> <ul style="list-style-type: none"> • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods

- structured learning
- work-based learning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.</p> <p>At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	<p>1.1. Identify potential formal and informal <i>learning opportunities</i></p> <p>1.2. Identify <i>learning needs</i> of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities</p> <p>1.3. Develop and implement <i>learning plans</i> as an integral part of individual and team performance plans</p> <p>1.4. Develop strategies to ensure that learning plans reflect the <i>diversity of needs</i></p> <p>1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities</p> <p>1.6. Ensure effective liaison occurs with <i>training and development specialists</i> and contributes to learning opportunities which enhance individual, team and organisational performance</p>

ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	<p>2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to <i>encourage a learning culture</i> within the team</p> <p>2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes</p> <p>2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs</p> <p>2.4. Share the benefits of learning with others in the team and organisation</p> <p>2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards</p>
3. Monitor and improve learning effectiveness	<p>3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues</p> <p>3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements</p> <p>3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning</p> <p>3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - deal with people openly and fairly

REQUIRED SKILLS AND KNOWLEDGE

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
 - developing learning plans
 - establishing a workplace which is conducive to learning
 - evaluating the effectiveness of learning
 - identifying learning needs
 - negotiating learning arrangements with training and development specialists
 - selecting and using work activities to create learning opportunities
 - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods
 - structured learning
 - work-based learning.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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

<p><i>Learning opportunities</i> may include:</p>	<ul style="list-style-type: none"> • structured learning activities conducted outside and within the workplace such as: <ul style="list-style-type: none"> • accredited training through an independent organisation such as a state/territory OHS authority • action learning • short courses • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment • workshops • workplace learning activities, that may also contribute to a recognised credential, such as: <ul style="list-style-type: none"> • coaching • exchange/rotation • induction • mentoring • shadowing
<p><i>Learning needs</i> may include:</p>	<ul style="list-style-type: none"> • developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
<p><i>Learning plans</i> may include:</p>	<ul style="list-style-type: none"> • codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes

RANGE STATEMENT	
<i>Diversity of needs</i> may include:	<ul style="list-style-type: none"> learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
<i>Training and development specialists</i> may be:	<ul style="list-style-type: none"> internal external
<i>Encourage a learning culture</i> may refer to:	<ul style="list-style-type: none"> encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units	

BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

ELEMENT	PERFORMANCE CRITERIA
	operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	<ul style="list-style-type: none"> Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	<ul style="list-style-type: none"> Identifies, interprets, analyses and reviews textual information related to the operational plan and

		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	<ul style="list-style-type: none"> Communicates relationships between ideas and information, matching style of writing to purpose and audience Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	<ul style="list-style-type: none"> Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria Evaluates effectiveness of decisions in terms of how well they met stated goals Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
operational plan	operational plan	Training Packages. Edits to clarify intent of Performance Criteria.	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Implement operational plan	<p>1.1. Collate, analyse and organise details of <i>resource requirements</i> in consultation with <i>relevant personnel, colleagues and specialist resource managers</i></p> <p>1.2. Implement <i>operational plans</i> to contribute to the achievement of organisation's performance/business plan</p> <p>1.3. Identify and use <i>key performance indicators</i> (KPIs) to monitor operational performance</p> <p>1.4. Undertake <i>contingency planning</i> and <i>consultation processes</i></p> <p>1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</p>
2. Implement resource acquisition	<p>2.1. Recruit and induct employees within <i>organisation's policies, practices and procedures</i></p> <p>2.2. Implement plans for acquisition of physical</p>

ELEMENT	PERFORMANCE CRITERIA
	resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	<p>3.1. Monitor <i>performance systems and processes</i> to assess progress in achieving profit/productivity plans and targets</p> <p>3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5. Present recommendations for variation to operational plans to the <i>designated persons/groups</i> and gain approval</p> <p>3.6. Implement <i>systems, procedures and records</i> associated with performance in accordance with organisation's requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
 - contingency planning
 - methods for monitoring and reporting on performance
 - monitoring and implementing operations and procedures
 - problem identification and methods of resolution

REQUIRED SKILLS AND KNOWLEDGE

- relevant budgeting and financial analysis, interpretation and reporting requirements
- resource management systems at the tactical implementation level
- resource planning and acquisition
- tactical risk analysis including identification and reporting requirements.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required
- knowledge of principles and techniques associated with monitoring and implementing operations and procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation outlining contingency planning and consultation processes undertaken
- demonstration of techniques in managing performance
- evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

EVIDENCE GUIDE**Guidance information for assessment**

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

- other units from the Certificate IV in Frontline Management.

Range Statement**RANGE STATEMENT**

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

Resource requirements may refer to:

- goods and services to be purchased and ordered
- human, physical and financial resources - both current and projected
- stock requirements and requisitions

Relevant personnel, colleagues and specialist resource managers may include:

- colleagues and specialist resource managers
- managers
- occupational health and safety committees and other people with specialist responsibilities
- other employees
- people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities
- supervisors

Operational plans may refer to:

- organisational plans
- tactical plans developed by the department or section to detail product and service performance

Key performance indicators may refer to:

- measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

RANGE STATEMENT	
<i>Contingency planning</i> may refer to:	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Consultation processes</i> may refer to:	<ul style="list-style-type: none"> • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
<i>Organisation's policies, practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations
<i>Performance systems and processes</i> may refer to:	<ul style="list-style-type: none"> • informal systems used by frontline managers for the work team in the place of existing organisation-wide systems • formal processes within the organisation to measure performance, such as: <ul style="list-style-type: none"> • feedback arrangements • individual and teamwork plans

RANGE STATEMENT	
	<ul style="list-style-type: none"> • KPIs • specified work outcomes
<i>Designated persons/groups</i> may include:	<ul style="list-style-type: none"> • other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
<i>Systems, procedures and records</i> may include:	<ul style="list-style-type: none"> • databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

ELEMENT	PERFORMANCE CRITERIA
processes	<p>making processes, assume responsibility and exercise initiative</p> <p>1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback</p> <p>1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes</p>
2. Monitor and review performance	<p>2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>2.2 Improve customer service through continuous improvement techniques and processes</p> <p>2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation</p>
3. Provide opportunities for further improvement	<p>3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan</p> <p>3.2 Document work performance to aid the identification of further opportunities for improvement</p> <p>3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	<ul style="list-style-type: none"> Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Selects vocabulary, grammatical structures and conventions appropriate to text Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

Communication		the audience
Navigate the world of work	2.1	<ul style="list-style-type: none"> Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Takes responsibility for planning and organising own workload to achieve required outcomes Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria Evaluates effectiveness of decisions in terms of how well they meet stated goals Uses digital applications to access and filter data, extract, organise, integrate and share relevant information Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	<p>1.1. Implement <i>systems</i> to ensure that individuals and teams are actively encouraged and supported to <i>participate in decision making processes</i>, assume responsibility and exercise initiative</p> <p>1.2. Communicate the organisation's <i>continuous improvement processes</i> to individuals and teams, and obtain feedback</p> <p>1.3. Ensure effective <i>mentoring and coaching</i> allows individuals and teams to implement the organisation's continuous improvement processes</p>
2. Monitor and review performance	<p>2.1. Use the organisation's systems and <i>technology</i> to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>2.2. Improve <i>customer service</i> through continuous improvement techniques and processes</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement <i>processes to ensure that team members are informed of savings and productivity/service improvements</i> in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - coach and mentor team members
 - gain the commitment of individuals and teams to continuously improve
- innovation skills to design better ways of performing work.

Required knowledge

- principles and techniques associated with:
 - benchmarking
 - best practice
 - change management
 - continuous improvement systems and processes
 - quality systems.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processes was communicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT

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

<i>Systems</i> may refer to:	<ul style="list-style-type: none"> forums, meetings newsletters and reports organisational policies and procedures web-based communication devices
<i>Participation in decision making processes</i> may include:	<ul style="list-style-type: none"> feedback in relation to outcomes of the consultative process processes which ensures all employees have the opportunity to contribute to organisational issues
<i>Continuous improvement processes</i> may include:	<ul style="list-style-type: none"> cyclical audits and reviews of workplace, team and individual performance evaluations and monitoring of effectiveness implementation of quality systems, such as International Standardization for Organization (ISO) modifications and improvements to systems, processes, services and products policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures seeking and considering feedback from a range of stakeholders
<i>Mentoring and coaching</i> may refer to:	<ul style="list-style-type: none"> providing assistance with problem-solving providing feedback, support and encouragement teaching another member of the team, usually focusing on a specific work task or skill
<i>Technology</i> may include:	<ul style="list-style-type: none"> computerised systems and software such as databases, project management and word processing telecommunications devices any other technology used to carry out work roles and responsibilities

RANGE STATEMENT	
<i>Customer service</i> may be:	<ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
<i>Processes to ensure that team members are informed of savings and productivity/service improvements</i> may refer to:	<ul style="list-style-type: none"> • email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Develop work plans in accordance with operational plans</p> <p>1.3 Allocate work in a way that is efficient, cost effective and outcome focussed</p> <p>1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals</p> <p>1.5 Develop and agree performance indicators with relevant staff prior to commencement of work</p> <p>1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements</p>
2. Assess performance	<p>2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies</p> <p>2.2 Train participants in the performance management and review process</p> <p>2.3 Conduct performance management in accordance with organisational protocols and time lines</p> <p>2.4 Monitor and evaluate performance on a continuous basis</p>
3. Provide feedback	<p>3.1 Provide informal feedback to staff on a regular basis</p> <p>3.2 Advise relevant people where there is poor performance and take necessary actions</p> <p>3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance</p> <p>3.4 Document performance in accordance with the organisational performance management system</p> <p>3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy</p>
4. Manage follow up	<p>4.1 Write and agree on performance improvement and development plans in accordance with organisational policies</p> <p>4.2 Seek assistance from human resources specialists, where appropriate</p> <p>4.3 Reinforce excellence in performance through recognition and continuous feedback</p> <p>4.4 Monitor and coach individuals with poor performance</p> <p>4.5 Provide support services where necessary</p> <p>4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary</p> <p>4.7 Terminate staff in accordance with legal and organisational</p>

ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	<ul style="list-style-type: none"> Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	<ul style="list-style-type: none"> Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	<ul style="list-style-type: none"> Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	<ul style="list-style-type: none"> Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	<ul style="list-style-type: none"> Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	<ul style="list-style-type: none"> Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	<ul style="list-style-type: none"> Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	<ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages relevant communication Seeks advice, feedback and support as required to assist in the decision-making process Uses experiences to reflect on the ways in which

		variables impact on performance
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.</p> <p>The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.</p> <p>This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm <i>performance standards, Code of Conduct</i> and work outputs with relevant teams and individuals 1.5. Develop and agree <i>performance indicators</i> with relevant staff prior to commencement of work 1.6. Conduct <i>risk analysis</i> in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design <i>performance management</i> and review processes to ensure consistency with organisational

ELEMENT	PERFORMANCE CRITERIA
	<p>objectives and policies</p> <p>2.2. Train participants in the performance management and review process</p> <p>2.3. Conduct performance management in accordance with organisational protocols and time lines</p> <p>2.4. Monitor and evaluate performance on a continuous basis</p>
3. Provide feedback	<p>3.1. Provide informal feedback to staff on a regular basis</p> <p>3.2. Advise relevant people where there is poor performance and take necessary actions</p> <p>3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <i>excellence in performance</i></p> <p>3.4. Document performance in accordance with the organisational performance management system</p> <p>3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy</p>
4. Manage follow up	<p>4.1. Write and agree performance improvement and development plans in accordance with organisational policies</p> <p>4.2. Seek assistance from human resources specialists where appropriate</p> <p>4.3. Reinforce excellence in performance through recognition and continuous feedback</p> <p>4.4. Monitor and coach individuals with poor performance</p> <p>4.5. Provide support services where necessary</p> <p>4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary</p> <p>4.7. <i>Terminate</i> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:

- documented performance indicators and a critical description and analysis of performance management system from the workplace
- techniques in providing feedback and coaching for improvement in performance
- knowledge of relevant awards and certified agreements.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

EVIDENCE GUIDE	
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other management units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Performance standards</i> mean:	<ul style="list-style-type: none"> • level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
<i>Code of Conduct</i> means:	<ul style="list-style-type: none"> • agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
<i>Performance indicators</i> mean:	<ul style="list-style-type: none"> • measures against which performance outcomes are gauged

RANGE STATEMENT	
<i>Risk analysis</i> means:	<ul style="list-style-type: none"> determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
<i>Performance management</i> means:	<ul style="list-style-type: none"> in accordance with relevant industrial agreements process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
<i>Excellence in performance</i> means:	<ul style="list-style-type: none"> regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
<i>Termination</i> means:	<ul style="list-style-type: none"> cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units	

BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.</p> <p>Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit.</p> <p>At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational plan	<p>1.1. Research, analyse and document <i>resource requirements</i> and develop an operational plan in consultation with <i>relevant personnel, colleagues and specialist resource managers</i></p> <p>1.2. Develop and/or implement <i>consultation processes</i> as an integral part of the operational planning process</p> <p>1.3. Ensure details of the operational plan include the development of <i>key performance indicators</i> to measure organisational performance</p> <p>1.4. Develop and implement <i>contingency plans</i> at appropriate stages of operational planning</p> <p>1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>advice as required</p> <p>1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved</p>
2. Plan and manage resource acquisition	<p>2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices</p> <p>2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the <i>organisation's policies, practices and procedures</i></p>
3. Monitor and review operational performance	<p>3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation</p> <p>3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5. Negotiate recommendations for variations to operational plans and gain approval from <i>designated persons/groups</i></p> <p>3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to access and use workplace information and to write a succinct and

REQUIRED SKILLS AND KNOWLEDGE

practical plan

- technology skills to use software to produce and monitor the plan against performance indicators
- planning and organisational skills
- coaching skills to work with people with poor performance
- numeracy skills to allocate and manage financial resources.

Required knowledge

- models and methods for operational plans
- budgeting processes
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- development of an operational plan with details of how it will be implemented and monitored
- knowledge of models and methods for operational plans.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of budgeting processes
- review of operational plan, key performance

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> indicators and contingency plans evaluation of employee recruitment and induction strategies evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> goods and services to be purchased and ordered human, physical and financial resources - both current and projected stock requirements and requisitions
<i>Relevant personnel, colleagues and specialist resource managers</i> may include:	<ul style="list-style-type: none"> employees at the same level or more senior managers managers occupational health and safety committee/s and other people with specialist responsibilities supervisors union or employee representatives
<i>Consultation processes</i> may refer to:	<ul style="list-style-type: none"> email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans mechanisms used to provide feedback to the work team in relation to outcomes of

RANGE STATEMENT	
	<ul style="list-style-type: none"> consultation • meetings, interviews, brainstorming sessions
<i>Operational plans</i> may also be termed:	<ul style="list-style-type: none"> • action plans • annual plans • management plans • tactical plans
<i>Key performance indicators</i> may refer to:	<ul style="list-style-type: none"> • measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Organisation's policies, practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
<i>Designated persons/groups</i> may include:	<ul style="list-style-type: none"> • groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members

RANGE STATEMENT	
	<ul style="list-style-type: none"> other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

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

Unit Sector

Management and leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

ELEMENT	PERFORMANCE CRITERIA
	<p>appropriate</p> <p>1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders</p> <p>1.3 Ensure that change and improvement processes meet sustainability requirements</p> <p>1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes</p> <p>1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems</p>
2. Monitor and adjust performance strategies	<p>2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved</p> <p>2.2 Adjust and communicate strategies to stakeholders according to organisational procedures</p>
3. Manage opportunities for further improvement	<p>3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts</p> <p>3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement</p> <p>3.3 Consider areas identified for further improvement when undertaking future planning</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> Identifies and extracts relevant information from a range of complex texts Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	<ul style="list-style-type: none"> Develops complex texts related to continuous improvement processes according to organisational requirements

		<ul style="list-style-type: none"> Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	<ul style="list-style-type: none"> Presents information to a range of audiences using appropriate structure and language Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	<ul style="list-style-type: none"> Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes Uses analytical and lateral thinking to review current practices and develop ideas for improvement Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation.</p> <p>At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	<p>1.1. Develop <i>strategies</i> to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate</p> <p>1.2. Establish <i>systems</i> to ensure that the organisation's <i>continuous improvement processes</i> are communicated to <i>stakeholders</i></p> <p>1.3. Ensure that change and improvement processes meet <i>sustainability requirements</i></p> <p>1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes</p> <p>1.5. Ensure that insights and experiences from business</p>

ELEMENT	PERFORMANCE CRITERIA
	activities are captured and accessible through <i>knowledge management systems</i>
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor <i>operational progress</i> and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include <i>recording of work team performance</i> to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to communicate opportunities for improvement
- learning skills to coach and mentor staff, using a range of methods to cater for different learning styles
- innovation and lateral thinking skills to design better ways for achieving work outcomes
- planning skills to establish and monitor systems and process for continuous improvement
- teamwork and leadership skills to gain the confidence and trust of others

Required knowledge

- continuous improvement models
- knowledge management systems
- quality systems
- sustainability principles

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models • monitoring performance and customer service.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative • evaluation of how customer-service strategies were communicated to stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Strategies</i> may refer to:	<ul style="list-style-type: none"> • clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
<i>Systems</i> may refer to:	<ul style="list-style-type: none"> • forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
<i>Continuous improvement processes</i> may include:	<ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions and employee groups.
<i>Sustainability requirements</i> may	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives, such as environmental management systems,

RANGE STATEMENT

include:	<p>action plans, green office programs, surveys and audits</p> <ul style="list-style-type: none"> • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Knowledge management systems may include:	<ul style="list-style-type: none"> • best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring • performance management • post-project reviews • proximity and architecture

RANGE STATEMENT	
	<ul style="list-style-type: none"> • social software • storytelling.
<i>Operational progress</i> may refer to:	<ul style="list-style-type: none"> • customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
<i>Recording of work team performance</i> may include:	<ul style="list-style-type: none"> • annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and leadership - management
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Co-requisite units

Co-requisite units		

BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

ELEMENT	PERFORMANCE CRITERIA
	<p>integral part of the operational planning process</p> <p>1.3 Ensure the operational plan includes key performance indicators to measure organisational performance</p> <p>1.4 Develop and implement contingency plans for the operational plan</p> <p>1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required</p> <p>1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams</p>
2. Plan and manage resource acquisition	<p>2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures</p> <p>2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures</p> <p>2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services</p>
3. Monitor and review operational performance	<p>3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation</p> <p>3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups</p> <p>3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> Identifies and extracts relevant information from a range of complex texts Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	<ul style="list-style-type: none"> Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	<ul style="list-style-type: none"> Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders Confirms understanding through questioning and active listening
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	<ul style="list-style-type: none"> Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Navigate the world of work	2.1, 2.2, 3.4, 3.6	<ul style="list-style-type: none"> Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment Appreciates the implications of legal responsibilities with specific reference to health and safety
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	<ul style="list-style-type: none"> Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as

		<p>required to assist in the development and planning phase</p> <ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation, and manages relevant communication Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	<p>Updated to meet Standards for Training Packages.</p> <p>Edits to clarify intent of Performance Criteria.</p> <p>Additional performance criterion and evidence for intellectual property.</p>	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
 - resource requirements
 - key performance indicators
 - monitoring processes
 - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
 - recruiting, inducting and developing personnel
 - acquiring physical resources and services
 - protecting intellectual property
 - making variations to the plan
 - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyse performance reports and variance from plans for key

ELEMENT	PERFORMANCE CRITERIA
	<p>result areas of the organisation</p> <p>1.5 Identify and analyse changing trends and opportunities relevant to the organisation</p> <p>1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities</p>
2. Develop options for continuous improvement	<p>2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition</p> <p>2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups</p> <p>2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful</p> <p>2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems</p> <p>2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial</p> <p>2.6 Approve innovations through agreed organisational processes</p>
3. Implement innovative processes	<p>3.1 Promote continuous improvement and sustainability as essential to doing business</p> <p>3.2 Address the impact of change and consequences for people and implement transition plans</p> <p>3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4 Implement contingency plans in the event of non-performance</p> <p>3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively</p> <p>3.6 Ensure that learnings from activities are captured and managed to inform future work</p> <p>3.7 Regularly evaluate continuous improvement systems and processes</p> <p>3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.6	<ul style="list-style-type: none"> Plans and implements strategies to review and improve own performance
Reading	1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7	<ul style="list-style-type: none"> Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8	<ul style="list-style-type: none"> Integrates information and ideas from a range of sources, utilising appropriate support materials Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
Oral Communication	1.6, 2.1-2.4, 3.1, 3.5, 3.8	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan
Numeracy	1.1-1.5, 2.5, 3.3	<ul style="list-style-type: none"> Selects and interprets mathematical information to analyse performance Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes
Navigate the world of work	2.6	<ul style="list-style-type: none"> Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.6, 2.1-2.4, 3.1, 3.5, 3.8	<ul style="list-style-type: none"> Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how Recognises the importance of building rapport to establish positive and effective working relationships Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	<ul style="list-style-type: none"> Plans, organises, implements or reviews organisational strategies, systems and processes Applies problem-solving processes to identify risks, evaluate options and determine solutions Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions Facilitates a climate in which creativity and innovation

		<p>are accepted as an integral part of achieving outcomes</p> <ul style="list-style-type: none"> • Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches • Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPMG409 Apply project scope management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the control of a project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced.

It applies to individuals who are project practitioners working in a project support role.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to defining project scope	1.1 Review project initiation documentation and assist in identifying project objectives and requirements 1.2 Contribute to identifying project deliverables 1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance 1.4 Contribute to developing and documenting the scope management plan 1.5 Assist in obtaining agreement to scope from relevant project

ELEMENT	PERFORMANCE CRITERIA
	authority
2. Apply project scope controls	<p>2.1 Undertake work according to agreed project scope management plan and by using established change control procedures and performance measurement procedures</p> <p>2.2 Communicate instances of non-compliance with overall scope to the project manager and other team members</p>
3. Contribute to review of scope controls	<p>3.1 Measure progress to determine potential, perceived and actual scope changes</p> <p>3.2 Appropriately report scope changes</p> <p>3.3 Assist in review of project outcomes to determine effectiveness of initial and subsequent scope management approaches</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	<ul style="list-style-type: none"> Interprets and analyses complex texts
Writing	1.4, 1.5, 3.2	<ul style="list-style-type: none"> Develops and amends plans and associated documentation using appropriate organisational formats and vocabulary
Oral Communication	1.2-1.5, 2.2	<ul style="list-style-type: none"> Interacts effectively in verbal exchanges, using clear language to convey information, and active listening and questioning to clarify understanding
Numeracy	1.3, 3.1	<ul style="list-style-type: none"> Selects and applies a range of mathematical and problem-solving strategies to develop timelines and monitor progress
Interact with others	1.2-1.5, 2.2	<ul style="list-style-type: none"> Uses appropriate communication practices in a range of work contexts Collaborates and cooperates with others to achieve shared goals
Get the work done	2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Plans and organises tasks required to monitor and report on project implementation Analyses outcomes to identify future

		improvements
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG409 Apply project scope management techniques	BSBPMG409A Apply project scope-management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPMG409 Apply project scope management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- contribute to delineating and controlling project scope
- record project scope management plan
- interpret and follow project initiation documentation for purposes of documenting project scope.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list components of a project scope management plan
- identify and describe factors likely to impact project scope
- outline formal change-control processes
- identify and discuss methods for measuring work outcomes and progress against plans
- identify and discuss methods for segmenting and documenting a work breakdown structure
- explain procedures for reporting a change in scope
- describe types of project initiation documentation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation which includes information about project scope
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPMG409A Apply project scope-management techniques

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG401A Apply project scope management techniques.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the control of a project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced.

Application of the Unit

This unit applies to a project practitioner working in a project support role.

The individual may be operating in a large or small organisation and applying skills in the context of enterprise projects.

The project practitioner may be part of a project team under the direction of a project manager, or may work as part of a smaller scale self-directed team.

This unit has generic application to a range of industries and organisations and a range of projects, from simple to complex.

In the context of this unit a project is defined as involving:

- a practical and comprehensive project plan
- a documented communications strategy
- a detailed project budget
- strategic engagement with stakeholders

- a risk, issues and change-management methodology
- a quality plan with assurance and control processes
- a supportive team-based environment.

The functions performed in project work, where formal project management methodology is not the main focus, are covered by BSBPMG522A Undertake project work.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Contribute to defining project scope	1.1 Review <i>project initiation documentation</i> and assist in identifying <i>project objectives and requirements</i> 1.2 Contribute to identifying <i>project deliverables</i> 1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance 1.4 Contribute to developing and documenting the <i>scope-management plan</i> 1.5 Assist in obtaining agreement to scope from <i>relevant project</i>
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	<i>authority</i>
2. Apply project scope controls	<p>2.1 Undertake work according to agreed project scope-management plan and by using established <i>change-control procedures</i> and <i>performance-measurement procedures</i></p> <p>2.2 Communicate instances of non-compliance with overall scope to the project manager and other team members</p>
3. Contribute to review of scope controls	<p>3.1 Measure progress to determine potential, perceived and actual scope changes</p> <p>3.2 Appropriately report scope changes</p> <p>3.3 Assist in the review of project outcomes to determine the effectiveness of initial and subsequent scope-management approaches</p>

Required Skills and Knowledge

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

Required skills

- literacy skills to:
 - document agreed components of scope-management plan
 - interpret potentially complex project plans and documentation
 - report on project progress as required
- numeracy skills to:
 - measure and control project scope
 - review project timeframes and deliverables
- learning skills to identify training requirements necessary for effective consultation and scope management
- planning and organising skills to:
 - measure progress against agreed objectives
 - monitor and respond to compliance issues
- self-management skills to manage multiple tasks and ensure project progresses on time
- teamwork and communication skills to liaise with other members of the project team on a range of project scope-management issues and challenges.

Required knowledge

- components of a project scope-management plan
- factors likely to impact on project scope
- formal change-control processes
- methods for measuring work outcomes and progress against plans
- methods for segmenting and documenting a work breakdown structure
- procedures for reporting scope change
- types of project initiation documentation.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • contributing to monitoring and control of project scope • recording project scope-management plan • interpreting project initiation documentation for the purposes of documenting project scope.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to project documentation, which includes information about project scope.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project scope-management scenarios • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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

<p><i>Project initiation documentation</i> may include:</p>	<ul style="list-style-type: none"> • approved project charter or mandate • business case • changes to internal or external organisations, legislation and/or regulations • documentation accessed through various accessibility modes • feasibility study • minutes of management or executive decisions • organisation strategic and business plans • outcomes and recommendations of associated projects.
<p><i>Project objectives and requirements</i> may include:</p>	<ul style="list-style-type: none"> • specifications for products and/or services • statements in measurable format.
<p><i>Project deliverables</i> may include:</p>	<ul style="list-style-type: none"> • discrete products, outputs and services defined in the project scope • high-level aggregations in the work breakdown structure.
<p><i>Scope-management plan</i> may include:</p>	<ul style="list-style-type: none"> • activities and tasks in the work breakdown structure • constraints, assumptions and exclusions • deliverables • high-level risk identification • key personnel • preferred work organisation • project benefits and outcomes • project objectives.
<p><i>Relevant project authority</i> may include:</p>	<ul style="list-style-type: none"> • other body or person with delegated authority under project governance arrangements • project manager • project steering committee
<p><i>Change-control procedures</i> may include:</p>	<ul style="list-style-type: none"> • adjusting project scope documentation in response to scope changes approved by relevant authority • identifying and monitoring designated elements of the project scope likely to change

	<ul style="list-style-type: none">• identifying and monitoring pressures that may influence scope creep• maintaining scope change documentation for project audit.
<i>Performance-measurement procedures</i> may include:	<ul style="list-style-type: none">• using tools and techniques to manage and measure project progress in terms of time and resources.

Unit Sector(s)

Management and Leadership – Project Management

BSBPMG414 Apply project information management and communications techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide a critical link between people, ideas and information at all stages in the project life cycle. It involves assisting the project team to plan communications, communicating information related to the project, and reviewing communications.

It applies to individuals who are project practitioners working in a project support role.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to communications planning	1.1 Identify, source and contribute relevant information requirements to initial project documentation 1.2 Contribute to developing and implementing the project communications plan and communications networks
2. Conduct information-management	2.1 Act on and process project information according to agreed procedures as directed, to aid decision-making processes

ELEMENT	PERFORMANCE CRITERIA
activities	throughout project life cycle 2.2 Maintain information to ensure data is secure and auditable
3. Communicate project information	3.1 Communicate with clients and other stakeholders during project using agreed networks, processes and procedures to ensure flow of necessary information 3.2 Ensure reports are prepared and released according to authorisation, or produced for release by others 3.3 Seek information and advice from appropriate project authorities as required
4. Contribute to assessing effectiveness of communication	4.1 Assist in ongoing review of project outcomes to determine effectiveness of communications-management activities 4.2 Report communications-management issues and responses to higher project authorities for application of lessons learned to future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	<ul style="list-style-type: none"> Interprets textual information from a range of sources and determines how content may be applied
Writing	1.2, 2.2, 3.1, 3.2, 4.2	<ul style="list-style-type: none"> Develops plans and reports using structure and vocabulary appropriate to audience, context and purpose Maintains records according to organisational requirements
Oral Communication	1.2, 3.1, 3.3, 4.2	<ul style="list-style-type: none"> Participates in a verbal exchanges using clear language and appropriate non-verbal features to provide and seek information Uses active listening and questioning techniques to elicit views and opinions of others
Interact with others	1.2, 3.1, 3.3, 4.2	<ul style="list-style-type: none"> Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how

		<ul style="list-style-type: none"> Collaborates and cooperates with others to achieve shared goals
Get the work done	1.1, 2.1, 2.2, 3.1, 3.2, 4.1	<ul style="list-style-type: none"> Sequences and schedules required tasks, monitors implementation and manages relevant communication Reflects on outcomes to identify opportunities for future improvements Manages information storage, retrieval and sharing, according to security requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG414 Apply project information management and communications techniques	BSBPMG414A Apply project information management and communications techniques	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPMG414 Apply project information management and communications techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- lead an effective team in planning and implementing all necessary communications for a workplace project
- evaluate and review project communication outcomes and make recommendations for future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise models and methods of communications management in context of project life cycle and other project management functions
- explain importance of managing risk by treating information securely
- outline methods of reviewing outcomes
- identify organisational policies and procedures relevant to this role in a specific context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- examples of project management documentation for communications-management purposes
- documentation about project team involvement in communications activities
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPMG414A Apply project information management and communications techniques

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG406A Apply communications management techniques.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a critical link between people, ideas and information at all stages in the project life cycle. It involves assisting the project team to plan communications, communicating information related to the project, and reviewing communications.

Application of the Unit

This unit applies to a project practitioner working in a project support role.

The individual may be operating in a large or small organisation and applying skills in the context of enterprise projects.

The project practitioner may be part of a project team under the direction of a project manager, or may work as part of a smaller scale self-directed team.

This unit has generic application to a range of industries and organisations and a range of projects, from simple to complex.

In the context of this unit a project is defined as involving:

- a practical and comprehensive project plan
- a documented communications strategy
- a detailed project budget

- strategic engagement with stakeholders
- a risk, issues and change-management methodology
- a quality plan with assurance and control processes
- a supportive team-based environment.

The functions performed in project work, where formal project management methodology is not the main focus, are covered by BSBPMG522A Undertake project work.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Contribute to communications planning	1.1 Identify, source and contribute relevant information requirements to initial project documentation 1.2 Contribute to developing and implementing the project <i>communications plan</i> and communications networks
2. Conduct information-management activities	2.1 Act on and <i>process project information</i> according to agreed procedures as directed, to aid decision-making processes throughout project life cycle

	2.2 Maintain information to ensure data is secure and auditable
3. Communicate project information	3.1 <i>Communicate with clients and other stakeholders</i> during project using agreed networks, processes and procedures to ensure flow of necessary information 3.2 Ensure reports are prepared and released according to authorisation, or produced for release by <i>others</i> 3.3 Seek information and advice from appropriate project authorities as required
4. Contribute to assessing effectiveness of communication	4.1 Assist in the ongoing review of project outcomes to determine the effectiveness of communications-management activities 4.2 Report communications-management issues and responses to higher project authorities for application of lessons learned to future projects

Required Skills and Knowledge

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

Required skills

- literacy skills to produce reports and project communications for stakeholders
- planning and organising skills to sort and prioritise information and ideas
- teamwork and communication skills to acquire and disseminate relevant project information
- technology skills to manage information dissemination, storage and retrieval.

Required knowledge

- communications theory
- models and methods of communications management in the context of the project life cycle and other project-management functions.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • contributing to the development and implementation of communications plans in relation to a workplace project • knowledge of communications theory.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • examples of project management documentation for communications-management purposes • records of project team involvement in communications activities.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • written reports or examples of project communications • observation of performance in role plays that demonstrate techniques in communicating important project information • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project scenarios presenting issues and problems in project communications management • oral or written questioning to assess knowledge of strategies for managing project communications • review of communication-management issues and responses reported to higher project authorities.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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

<p><i>Communications plan</i> may include:</p>	<ul style="list-style-type: none"> • list of which team member is responsible for particular communication activities • methods and protocols for communicating information • which stakeholders need what information • when information is communicated.
<p><i>Process project information</i> may include:</p>	<ul style="list-style-type: none"> • gather • filter • validate • disseminate • store • retrieve.
<p><i>Communication with clients and other stakeholders:</i></p>	<ul style="list-style-type: none"> • will be: <ul style="list-style-type: none"> • in a multi-disciplinary environment subject to frequent change • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines • may include: <ul style="list-style-type: none"> • written reports, briefs, minutes, letters and other documentation • oral briefings, advice, conversations and telephone calls • computer-generated communications, for example electronic data transfer and internet.
<p><i>Others</i> may include:</p>	<ul style="list-style-type: none"> • higher project authorities • project manager • project specialists and other personnel • team members.

Unit Sector(s)

Management and Leadership – Project Management

BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

ELEMENT	PERFORMANCE CRITERIA
	<p>project and project parameters</p> <p>1.4 Identify limits of own responsibility and reporting requirements</p> <p>1.5 Clarify relationship of project to other projects and to the organisation's objectives</p> <p>1.6 Determine and access available resources to undertake project</p>
2. Develop project plan	<p>2.1 Develop project plan in line with the project parameters</p> <p>2.2 Identify and access appropriate project management tools</p> <p>2.3 Formulate risk management plan for project, including Work Health and Safety (WHS)</p> <p>2.4 Develop and approve project budget</p> <p>2.5 Consult team members and take their views into account in planning the project</p> <p>2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan</p>
3. Administer and monitor project	<p>3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p>3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p>3.3 Establish and maintain required recordkeeping systems throughout the project</p> <p>3.4 Implement and monitor plans for managing project finances, resources and quality</p> <p>3.5 Complete and forward project reports as required to stakeholders</p> <p>3.6 Undertake risk management as required to ensure project outcomes are met</p> <p>3.7 Achieve project deliverables</p>
4. Finalise project	<p>4.1 Complete financial recordkeeping associated with project and check for accuracy</p> <p>4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles</p> <p>4.3 Complete project documentation and obtain necessary sign-offs for concluding project</p>
5. Review project	<p>5.1 Review project outcomes and processes against the project scope and plan</p>

ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	<ul style="list-style-type: none"> Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	<ul style="list-style-type: none"> Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	<ul style="list-style-type: none"> Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	<ul style="list-style-type: none"> Participates in verbal discussions using clear language and appropriate features to present or seek information Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	<ul style="list-style-type: none"> Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	<ul style="list-style-type: none"> Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	<ul style="list-style-type: none"> Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands Systematically gathers and analyses all relevant information and evaluates options to make informed decisions Evaluates outcomes of decisions to identify

		<p>opportunities for improvement</p> <ul style="list-style-type: none"> • Uses digital technologies and applications to access, organise and share information
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
 - project scope
 - project stakeholders, including own responsibilities
 - relationship of project to organisational objectives and other projects
 - reporting requirements
 - resource requirements
- use project management tools to develop and implement a project plan including:
 - deliverables
 - work breakdown
 - budget and allocation of resources
 - timelines
 - risk management
 - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
 - lines of authority and approvals
 - quality assurance
 - human resources
 - budgets and finance
 - recordkeeping
 - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPMG522A Undertake project work

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG510A Manage projects.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a straightforward project or a section of a larger project. This unit addresses the management of projects, including developing a project plan, administering and monitoring the project, finalising the project, and reviewing the project to identify lessons learned for application to future projects.

Application of the Unit

The unit focuses on the application of project-management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Define project	<p>1.1 Access <i>project scope and other relevant documentation</i></p> <p>1.2 Define project stakeholders</p> <p>1.3 Seek clarification from <i>delegating authority</i> of issues related to project and <i>project parameters</i></p> <p>1.4 Identify limits of own responsibility and reporting requirements</p> <p>1.5 Clarify relationship of project to other projects and to the organisation's objectives</p> <p>1.6 Determine and access available resources to undertake project</p>
2. Develop project plan	<p>2.1 Develop <i>project plan</i> in line with the project parameters</p> <p>2.2 Identify and access appropriate <i>project-management tools</i></p> <p>2.3 Formulate risk-management plan for project, including work health and safety (WHS)</p> <p>2.4 Develop and approve project budget</p> <p>2.5 Consult team members and take their views into account in planning the project</p> <p>2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan</p>
3. Administer and monitor project	<p>3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p>3.2 Provide <i>support for project team members</i>, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p>3.3 Establish and maintain <i>required record-keeping systems</i> throughout the project</p> <p>3.4 Implement and monitor plans for managing project finances,</p>

	<p>resources and quality</p> <p>3.5 Complete and forward project reports as required to stakeholders</p> <p>3.6 Undertake risk management as required to ensure project outcomes are met</p> <p>3.7 Achieve project deliverables</p>
4. Finalise project	<p>4.1 Complete financial record keeping associated with project and check for accuracy</p> <p>4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles</p> <p>4.3 Complete project documentation and obtain necessary sign-offs for concluding project</p>
5. Review project	<p>5.1 Review project outcomes and processes against the project scope and plan</p> <p>5.2 Involve team members in the project review</p> <p>5.3 Document lessons learned from the project and report within the organisation</p>

Required Skills and Knowledge

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

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- communication skills to relate to people with diverse abilities and from diverse backgrounds in a culturally appropriate way
- literacy skills to read, write and review a range of documentation
- numeracy skills to:
 - analyse data
 - compare time lines and promotional costs against budgets
- planning and organising skills to develop, monitor and maintain implementation schedules.

Required knowledge

- organisation's mission, goals, objectives and operations and how the project relates to them
- organisational structure, and lines of authority and communication in the organisation
- relevant legislation and codes from all levels of government that may affect aspects of business operations, including:
 - anti-discrimination legislation
 - codes of practice
 - environmental issues
 - ethical principles
 - WHS
 - privacy laws.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing a project plan • examples of monitoring arrangements and evaluation of the efficacy of the project plan in addressing project time lines and budget • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace project documentation • demonstration of all required skills, knowledge and performance in a workplace-based project.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations

	<ul style="list-style-type: none"> oral or written questioning to assess knowledge of the organisation's mission, goals, objectives and operations and how the project relates to them review of project risk-management plan and project plan evaluation of project reports forwarded to stakeholders analysis of documentation reviewing project outcomes and processes against the project scope and plan evaluation of documentation outlining lessons learned from the project.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other project management units.

Range Statement

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

<i>Project scope and other relevant documentation</i> may include:	<ul style="list-style-type: none"> contract or other agreement project brief project plan or summary other documents outlining: <ul style="list-style-type: none"> expected outcomes of the project inclusions and exclusions from project project resources quality standards for project timeframes for project.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> clients or customers (internal and external) funding bodies management, employees and relevant key personnel (internal and external) with special responsibilities project sponsor.
<i>Delegating authority</i> may include:	<ul style="list-style-type: none"> customer or client funding body manager or management representative

	<ul style="list-style-type: none"> • project sponsor.
Project parameters may include:	<ul style="list-style-type: none"> • project finances or budget • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including WHS • scope of project • time lines.
Project plan may include:	<ul style="list-style-type: none"> • details of how the project will be managed • roles and responsibilities • time lines • work breakdown structure.
Project management tools may include:	<ul style="list-style-type: none"> • cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis • PERT charts • project management software • risk and issues logs • spreadsheets • technical resources required for the project, for example WHS management-system tools.
Support for project team members may include:	<ul style="list-style-type: none"> • additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching.
Required record-keeping systems may include systems for:	<ul style="list-style-type: none"> • correspondence • financial data, including costs, expenditure, income generated and purchases • project outcomes • quality data, including any test results • recording of time spent on project and progress in completing project • samples, prototypes and models.

Resources may include:	<ul style="list-style-type: none"> • human • physical • technical.
Risk management may include:	<ul style="list-style-type: none"> • changing roles and responsibilities in project team • negotiating an extension of deadline, or redefining completion or quantity or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing ideas to gain improvements to work undertaken in the project.
Necessary sign-offs may be required by:	<ul style="list-style-type: none"> • clients • funding body • management • project sponsor.

Unit Sector(s)

Management and Leadership – Project Management

BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	<p>1.1. Use appropriate <i>network strategies</i> to establish and maintain relationships that promote the development of business opportunities</p> <p>1.2. Identify and pursue network opportunities to maximise a range of contacts</p> <p>1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits</p> <p>1.4. Participate in <i>professional networks and associations</i> to obtain and maintain personal knowledge and skills</p>
2. Establish and maintain business relationships	<p>2.1. Develop and maintain relationships to promote benefits consistent with <i>organisational/client requirements</i></p> <p>2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices</p> <p>2.3. Use a high level of <i>negotiation skills</i> to encourage positive outcomes</p> <p>2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques</p>

ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain <i>feedback</i> to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- client or organisational policies, plans and procedures
- related organisations, agencies and networks
- trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • interpersonal communication units • other relationship management units.

Range Statement

RANGE STATEMENT

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

<p><i>Network strategies</i> may include:</p>	<ul style="list-style-type: none"> • association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
<p><i>Professional networks and associations</i> may include:</p>	<ul style="list-style-type: none"> • advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
<p><i>Organisational/client requirements</i> may be included in:</p>	<ul style="list-style-type: none"> • access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

RANGE STATEMENT	
<i>Negotiation skills</i> may include:	<ul style="list-style-type: none"> • assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Relationship Management
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Co-requisite units

Co-requisite units	

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs.</p> <p>The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to leaders or managers working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes.</p> <p>Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from <i>relevant individuals</i> , other <i>stakeholders</i> and <i>potential learners</i> by demonstrating a high standard of personal performance and conduct 1.2. Implement <i>communication strategies</i> to represent the organisation positively to media, local community and stakeholders

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate</p> <p>1.4. Use a range of <i>influencing strategies</i> to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture</p> <p>1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders</p>
2. Cultivate new and existing partnerships with stakeholders	<p>2.1. Establish outcomes to be achieved from a learning <i>partnership</i></p> <p>2.2. Analyse models for effective consultation and collaboration within a partnership</p> <p>2.3. Cultivate <i>collaborative communities</i> and partnerships through application of a range of learning and communication solutions</p> <p>2.4. Forge relationships, collaborative communities or partnerships between a <i>training and assessment organisation</i> and a <i>public or private sector enterprise</i></p> <p>2.5. Consult stakeholders to establish vocational education and training <i>partnership learning programs</i></p>
3. Establish positive collaborative relationships	<p>3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration</p> <p>3.2. Establish processes to <i>resolve conflict in a fair, equitable and collaborative manner</i></p> <p>3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed <i>performance standards</i></p> <p>3.4. Encourage staff to embrace a learning culture and to undertake activities that develop their personal competence and performance</p> <p>3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, <i>diversity</i> and <i>organisational and legal requirements</i></p> <p>3.6. Establish <i>indicators</i> and <i>feedback processes</i> that can be used to evaluate the health of the work environment</p>

ELEMENT	PERFORMANCE CRITERIA
4. Lead establishment of a partnership program	4.1. Identify and address <i>relevant organisational policies and procedures</i> in partnership learning program plans 4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting 4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises 4.4. Plan and allocate <i>resource requirements</i> to accomplish a partnership learning program 4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services
5. Establish reporting mechanisms for partnership program	5.1. Establish <i>reporting systems</i> for <i>reporting results</i> , that meet <i>reporting requirements</i> , against planned partnership outcomes 5.2. Implement <i>reporting systems</i> to map learner progress against partnership outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - evaluate organisational information management systems, policies and procedures
 - select relevant evaluation information and documentation
 - identify any potential and current non-compliance
 - access and interpret organisation's standards and values
 - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
 - research and evaluate validation processes, and to determine and implement

REQUIRED SKILLS AND KNOWLEDGE

improvements to these processes

- develop and establish agreement to plans
- problem-solving skills to review feedback and to plan improvements
- teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- demonstrated capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- developing collaborative approaches to enhance individual, team and organisational outcomes
- initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • competence is consistently demonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs • direct observation of contextual application of skills • submission of a portfolio of evidence including previous work forging partnerships • oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBLED702A Lead learning strategy implementation • BSBLED707A Establish career development services • BSBLED709A Identify and communicate trends in career development • PSPMNGT614A Facilitate knowledge management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant individuals may include:	<ul style="list-style-type: none"> • employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
Stakeholders may include:	<ul style="list-style-type: none"> • administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
Potential learners may include:	<ul style="list-style-type: none"> • apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies • individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities

RANGE STATEMENT	
	<ul style="list-style-type: none"> • overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
<i>Communication strategies</i> may include:	<ul style="list-style-type: none"> • conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
<i>Influencing strategies</i> may include:	<ul style="list-style-type: none"> • debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
<i>Partnerships</i> may:	<ul style="list-style-type: none"> • be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
<i>Collaborative communities</i> may include:	<ul style="list-style-type: none"> • communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships • supply chain communities • virtual circles
<i>Training and assessment</i>	<ul style="list-style-type: none"> • organisation that delivers non-recognised

RANGE STATEMENT	
<i>organisation</i> may include:	vocational education and training <ul style="list-style-type: none"> • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
<i>Public or private sector enterprises</i> may include:	<ul style="list-style-type: none"> • community bodies • government agencies • privately owned companies
<i>Partnership learning program</i> may include:	<ul style="list-style-type: none"> • accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
<i>Resolving conflict in a fair, equitable and collaborative manner</i> may include:	<ul style="list-style-type: none"> • adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
<i>Performance standards</i> may be based on:	<ul style="list-style-type: none"> • personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
<i>Diversity</i> includes difference in:	<ul style="list-style-type: none"> • age • belief systems and values • culture • expertise, experience and working styles • gender

RANGE STATEMENT	
	<ul style="list-style-type: none"> • interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
<i>Organisational and legal requirements</i> may include:	<ul style="list-style-type: none"> • collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems
<i>Indicators</i> may include:	<ul style="list-style-type: none"> • formal human resources and related indicators to provide benchmark, comparative measures on: <ul style="list-style-type: none"> • average hours in relation to output per employee • down-time • related operational and planning indicators • revenue per employee/team • staff absenteeism • staff satisfaction

RANGE STATEMENT	
	<ul style="list-style-type: none"> • staff turnover • training hours
<i>Feedback processes</i> include:	<ul style="list-style-type: none"> • formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy
<i>Relevant organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • access and equity • assessment procedures and options • client services • confidentiality requirements • ethical standards • fees and payment schedule • grievance and appeals processes • learner selection, enrolment, induction and orientation procedures • mutual recognition obligations • policies and procedures being available to all personnel, learners, clients and candidates • staff recruitment, induction and ongoing development and monitoring • support services available • human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS • administrative and records management systems, for example that relating to: <ul style="list-style-type: none"> • contract manager • document version control • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities • privacy and access to training and assessment information and records

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> • additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
<i>Reporting systems</i> for reporting results may include:	<ul style="list-style-type: none"> • arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
<i>Reporting results</i> may include:	<ul style="list-style-type: none"> • Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery • Training Contract and RTO notifications
<i>Reporting requirements</i> may	<ul style="list-style-type: none"> • AQTF Standards for Registered Training

RANGE STATEMENT	
include those specified in:	Organisations <ul style="list-style-type: none"> • AVETMISS process documentation • organisational documentation
<i>Reporting systems</i> to map learner progress against partnership outcomes may include:	<ul style="list-style-type: none"> • electronic systems including those using business technology such as: <ul style="list-style-type: none"> • computers • hardware • software • telephone networks • physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Relationship Management
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Co-requisite units

Co-requisite units	

BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

ELEMENT	PERFORMANCE CRITERIA
	<p>make efficient use of resources in accordance with organisational requirements</p> <p>1.4 Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6 Update, modify, maintain and store information, in accordance with organisational requirements</p>
2. Research and analyse information	<p>2.1 Clearly define objectives of research ensuring consistency with organisational requirements</p> <p>2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools</p> <p>2.4 Use reliable methods of data analysis that are suitable to research purposes</p> <p>2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</p>
3. Present information	<p>3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2 Structure and format reports in a clear manner that conforms to organisational requirements</p> <p>3.3 Report and distribute research findings in accordance with organisational requirements</p> <p>3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	<ul style="list-style-type: none"> Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Gathers, evaluates and integrates information from a range of sources Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	<ul style="list-style-type: none"> Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	<ul style="list-style-type: none"> Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	<ul style="list-style-type: none"> Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Plans, organises and implements tasks to meet organisational requirements Takes responsibility for the outcomes of routine decisions related directly to own role Uses the main features and functions of digital technologies and tools to complete work tasks Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
 - recommendations based on the analysis of information
 - clear and justified assumptions and conclusions
 - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

ELEMENT	PERFORMANCE CRITERIA
	<p>been taken to identify all risks</p> <p>1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards</p>
2. Analyse and evaluate risks	<p>2.1 Analyse and document risks in consultation with relevant stakeholders</p> <p>2.2 Undertake risk categorisation and determine level of risk</p> <p>2.3 Document analysis processes and outcomes</p>
3. Treat risks	<p>3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses</p> <p>3.2 Identify control measures for all risks</p> <p>3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures</p> <p>3.4 Choose and implement control measures for own area of operation and/or responsibilities</p> <p>3.5 Prepare and implement treatment plans</p>
4. Monitor and review effectiveness of risk treatment/s	<p>4.1 Regularly review implemented treatment/s against measures of success</p> <p>4.2 Use review results to improve the treatment of risks</p> <p>4.3 Provide assistance to auditing risk in own area of operation</p> <p>4.4 Monitor and review management of risk in own area of operation</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	<ul style="list-style-type: none"> Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	<ul style="list-style-type: none"> Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

Oral communication	2.1	<ul style="list-style-type: none"> Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	<ul style="list-style-type: none"> Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	<ul style="list-style-type: none"> Complies with organisational and legislative requirements Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	<ul style="list-style-type: none"> Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Determines job sequence and works logically and systematically to undertake defined tasks Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures Evaluates effectiveness of plans and results to inform improvement decisions Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBRK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> <p>In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify risks	1.1. Identify the <i>context</i> for risk management 1.2. Identify <i>risks</i> using <i>tools</i> , ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant <i>stakeholders</i> 2.2. Undertake <i>risk categorisation</i> and determine <i>level of risk</i> 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate <i>control measures</i> for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks

ELEMENT	PERFORMANCE CRITERIA
	3.3.Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4.Choose and implement control measures for own area of operation and/or responsibilities 3.5.Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1.Regularly review implemented treatment/s against <i>measures of success</i> 4.2.Use review results to improve the treatment of risks 4.3.Provide assistance to auditing risk in own area of operation 4.4.Monitor and review management of risk in own area of operation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- research and data collection skills to monitor and evaluate risks
- problem-solving skills to appropriately address identified risks.

Required knowledge

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- organisational policies and procedures relating to risk management processes and

REQUIRED SKILLS AND KNOWLEDGE

strategies

- auditing requirements relating to risk management.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- identification, analysis and evaluation of risks
- demonstrated understanding of personal role in relation to wider organisational or project context
- demonstrated understanding of risk management processes and procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace documentation relating to risk management
- access to risk management tools and frameworks.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation outlining risk analysis processes and outcomes
- analysis of responses to case studies and scenarios
- oral or written questioning to assess knowledge of Australian and international standards for risk management
- review of implementation of treatment plans.

Guidance information for assessment

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

EVIDENCE GUIDE

- general administration units
- other risk management units.

Range Statement**RANGE STATEMENT**

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

Context may include:

- any related projects or organisations
- any resources, including physical assets, which are vital to operations
- key operational elements and service of the organisation
- organisation or project, how it is organised and its capabilities
- own role and responsibilities in relation to overall project or organisation design

Risks may include:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- individual activities
- management activities and controls
- natural events
- political circumstances
- positive risk
- technology - technological issues

Tools may include:

- documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence
- standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks

RANGE STATEMENT	
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • contractors • employees • financial managers • insurance agents • managers • public • service providers • suppliers • unions • volunteers
<i>Risk categorisation</i> may include:	<ul style="list-style-type: none"> • likelihood of risks: <ul style="list-style-type: none"> • almost certain • likely • possible • unlikely • rare • consequences of risks: <ul style="list-style-type: none"> • insignificant • minor • moderate • major • catastrophic • current control measures
<i>Level of risk</i> may include:	<ul style="list-style-type: none"> • low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project
<i>Control measures</i> may include:	<ul style="list-style-type: none"> • hierarchy of controls: <ul style="list-style-type: none"> • reduction in likelihood of risks • reduction of consequences of risks • retention of risks • risk aversion • transfer of responsibility of risks

RANGE STATEMENT

<i>Measures of success</i> may include:	<ul style="list-style-type: none"> • costs • reductions in impact • reductions in likelihood • reductions in occurrence
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Risk Management
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Co-requisite units

Co-requisite units		

BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context

ELEMENT	PERFORMANCE CRITERIA
	1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 1.5, 2.2	<ul style="list-style-type: none"> Comprehends a variety of relatively complex texts Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	<ul style="list-style-type: none"> Develops textual material and organises content in a manner that effectively documents

		risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	<ul style="list-style-type: none"> Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	<ul style="list-style-type: none"> Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	<ul style="list-style-type: none"> Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	<ul style="list-style-type: none"> Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	<ul style="list-style-type: none"> Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication Systematically analyses information to decide on appropriate risk management treatments Uses digital technologies and systems to access information, document plans and communicate with others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBR501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
 - stakeholder analysis
 - political, economic, social, legal, technological and policy context
 - current arrangements
 - objectives and critical success factors for the area included in scope
 - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBRSK501B Manage risk

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required knowledge updated to incorporate current Australian Standards.</p> <p>Replaces BSBRSK501A Manage risk</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

Application of the Unit

This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting.

This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Establish risk context	<p>1.1 Review organisational processes, procedures and requirements for undertaking risk management</p> <p>1.2 Determine scope for risk management process</p> <p>1.3 Identify internal and external stakeholders and their issues</p> <p>1.4 Review political, economic, social, legal, technological and policy context</p> <p>1.5 Review strengths and weaknesses of existing arrangements</p> <p>1.6 Document critical success factors, goals or objectives for area included in scope</p> <p>1.7 Obtain support for risk management activities</p> <p>1.8 Communicate with relevant parties about the risk management process and invite participation</p>
2. Identify risks	<p>2.1 Invite relevant parties to assist in the identification of risks</p> <p>2.2 Research risks that may apply to scope</p> <p>2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties</p>
3. Analyse risks	<p>3.1 Assess likelihood of risks occurring</p> <p>3.2 Assess impact or consequence if risks occur</p> <p>3.3 Evaluate and prioritise risks for treatment</p>
4. Select and implement treatments	<p>4.1 Determine and select most appropriate options for treating risks</p> <p>4.2 Develop an action plan for implementing risk treatment</p> <p>4.3 Communicate risk management processes to relevant parties</p> <p>4.4 Ensure all documentation is in order and appropriately stored</p>

	4.5 Implement and monitor action plan 4.6 Evaluate risk management process
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Required Skills and Knowledge

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

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS ISO 31000:2009 Risk Management - Principles and Guidelines
- legislation, codes of practice and national standards, for example:
 - duty of care
 - company law
 - contract law
 - environmental law
 - freedom of information
 - industrial relations law
 - privacy and confidentiality
 - legislation relevant to organisation's operations
 - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
 - risk management strategy
 - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • financial management units, governance units, human resource management units, or technology units.

Range Statement

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

<i>Risks</i> may include those relating to:	<ul style="list-style-type: none"> • commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology.
<i>Scope</i> may apply to:	<ul style="list-style-type: none"> • given project • specific business unit or area • specific functional such as: <ul style="list-style-type: none"> • financial management • OHS • governance • external environment • internal environment • whole organisation.
<i>Relevant parties</i> may include:	<ul style="list-style-type: none"> • all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts.
<i>Research</i> may include:	<ul style="list-style-type: none"> • data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources.
<i>Tools and techniques</i> may include:	<ul style="list-style-type: none"> • brainstorming • checklists • fishbone diagrams

	<ul style="list-style-type: none"> • flowcharts • scenario analysis.
<i>Likelihood</i> may refer to:	<ul style="list-style-type: none"> • probability of a given risk occurring, such as: <ul style="list-style-type: none"> • very likely • likely • possible • unlikely • rare.
<i>Impact or consequence</i> may refer to:	<ul style="list-style-type: none"> • significance of outcomes if the risk occurs, such as: <ul style="list-style-type: none"> • disastrous • severe • moderate impact • minimal impact.
<i>Evaluation</i> of risks includes:	<ul style="list-style-type: none"> • considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment.
<i>Options</i> may include:	<ul style="list-style-type: none"> • avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party.
<i>Action plans</i> should include:	<ul style="list-style-type: none"> • what actions are required • who is taking responsibility • time lines • monitoring processes.

Unit Sector(s)

Management and Leadership – Management

Custom Content Section

Not applicable.

BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.</p> <p>This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers:</p> <ul style="list-style-type: none"> efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). <p>It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use	1.1. Identify workplace <i>environmental and resource efficiency issues</i> 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using <i>appropriate techniques</i> 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure <i>compliance</i> 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow <i>organisational plans</i> to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make <i>suggestions</i> for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

REQUIRED SKILLS AND KNOWLEDGE

daily tasks, employee and employer rights, equal opportunity.

Evidence Guide**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation
- review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance
- individual or team discussion about potential for increased resource efficiency within current work area
- access to workplace documents, information and resources (such as compliance obligations, enterprise

EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Environmental and resource</i>	<ul style="list-style-type: none"> • maximising opportunities to improve business environmental performance

RANGE STATEMENT	
<i>efficiency issues</i> may include:	<ul style="list-style-type: none"> • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
<i>Appropriate techniques</i> may include:	<ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
<i>Compliance</i> may include:	<ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> • international • commonwealth • state/territory • local government • industry • organisation
<i>Organisational plans</i> may include:	<ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
<i>Suggestions</i> may include ideas that help to:	<ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

RANGE STATEMENT

	<ul style="list-style-type: none"> • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Sustainability
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Co-requisite units

Co-requisite units		

BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 2	New release of this Unit with <i>version 7.0 of BSB07 Business Services Training Package</i> . Environmental assets italicised and bolded in PC 3.6 AND identified in Range Statement.
Release 1	Initial release of this Unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.

Application of the Unit

Application of the unit	<p>This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as:</p> <ul style="list-style-type: none"> • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. <p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the</p>
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	particular workplace role.
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Licensing/Regulatory Information

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Pre-Requisites

Prerequisite units		

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate
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	<p>1.4 Collect, analyse and organise information from a range of <i>sources</i> to provide information/advice and tools/resources for improvement opportunities</p> <p>1.5 Measure and document current resource usage of members of the work group</p> <p>1.6 Analyse and document current <i>purchasing strategies</i></p> <p>1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement</p>
<p>2. Set targets for improvements</p>	<p>2.1 Seek input from <i>stakeholders, key personnel and specialists</i></p> <p>2.2 Access external sources of information and data as required</p> <p>2.3 Evaluate alternative solutions to workplace environmental issues</p> <p>2.4 Set efficiency targets</p>
<p>3. Implement performance improvement strategies</p>	<p>3.1 Source and use appropriate <i>techniques and tools</i> to assist in achieving efficiency targets</p> <p>3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management</p> <p>3.3 Implement and integrate <i>environmental and resource efficiency improvement plans</i> for own work group with other operational activities</p> <p>3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</p> <p>3.5 Seek <i>suggestions</i> and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</p> <p>3.6 Implement costing strategies to fully utilise <i>environmental assets</i></p>
<p>4. Monitor performance</p>	<p>4.1 Use and/or develop evaluation and monitoring, tools and technology</p> <p>4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders</p> <p>4.3 Evaluate strategies and improvement plans</p> <p>4.4 Set new efficiency targets, and investigate and apply new tools and strategies</p> <p>4.5 Promote successful strategies and reward participants where possible</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management policies and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team.

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes

- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily

	<p>responsibilities and supervision</p> <ul style="list-style-type: none"> • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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Range Statement

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

<i>Compliance</i> may include:	<ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> • international • commonwealth • state/territory • industry • organisation.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • organisation specifications • regulatory sources • relevant stakeholders • resource use.
<i>Purchasing strategies</i> may include:	<ul style="list-style-type: none"> • influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.
<i>Stakeholders, key personnel and specialists</i> may include:	<ul style="list-style-type: none"> • individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> • customers • employees at all levels of the organisation • government

	<ul style="list-style-type: none"> • investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
<p><i>Techniques and tools</i> may include:</p>	<ul style="list-style-type: none"> • examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
<p><i>Environmental and resource efficiency improvement plans</i> may include:</p>	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation’s most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: <ul style="list-style-type: none"> • improving resource/energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: <ul style="list-style-type: none"> • ecological footprinting • Energy Efficiency Opportunities Bill 2005 • Global Reporting Initiative • green office program – a cultural change program • green purchasing • Greenhouse Challenge Plus (Australian government initiative) • ISO 14001:1996 Environmental management systems life cycle analyses

	<ul style="list-style-type: none"> • product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.
<p><i>Suggestions</i> may include ideas that help to:</p>	<ul style="list-style-type: none"> • prevent and minimise risks and maximise opportunities such as: <ul style="list-style-type: none"> • usage of solar or renewable energies where appropriate • reducing emissions of greenhouse gases • reducing use of non-renewable resources • making more efficient use of resources, energy and water • maximising opportunities to re-use, recycle and reclaim materials • identifying strategies to offset or mitigate environmental impacts: <ul style="list-style-type: none"> • purchasing carbon credits • energy conservation • reducing chemical use • reducing material consumption • expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy • eliminating the use of hazardous and toxic materials.
<p><i>Environmental assets</i> may include:</p>	<ul style="list-style-type: none"> • assets of the natural environment such as: <ul style="list-style-type: none"> • biological assets (produced or natural) • land • water areas with their ecosystems • subsoil, and • air.

Unit Sector(s)

Unit sector	
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Competency field

Industry Capability – Sustainability

Co-requisite units

Co-requisite units		

BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Act has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work safely	1.1 Follow provided safety procedures and instructions when

ELEMENT	PERFORMANCE CRITERIA
	working 1.2 Carry out pre start systems and equipment checks according to workplace procedures 1.3 Follow workplace procedures for responding to emergency incidents
2. Implement work safety requirements	2.1 Identify designated persons to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures 2.3 Identify and implement WHS procedures and work instructions 2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures 2.5 Identify WHS duty holders and their duties for own work area
3. Participate in WHS consultative processes	3.1 Contribute to workplace meetings, inspections and other WHS consultative activities 3.2 Raise WHS issues with designated persons according to organisational procedures 3.3 Take actions to eliminate workplace hazards and reduce risks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5	<ul style="list-style-type: none"> Identifies and interprets information in relation to WHS and emergency incidents
Writing	1.2, 2.2, 2.4, 3.2	<ul style="list-style-type: none"> Uses structures and language appropriate to audience and context in reports giving factual information
Oral Communication	2.2, 2.3, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Uses structures and language appropriate to audience and context in reports, descriptions, opinions and explanations Extracts meaning from reports,

		descriptions, opinions and explanations
Navigate the world of work	1.1, 1.2, 1.3, 2.1,2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> • Takes responsibility for following WHS legal requirements • Follows protocols and procedures related to own role • Seeks assistance from others when WHS issues are beyond scope of immediate responsibilities
Get the work done	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.3	<ul style="list-style-type: none"> • Plans, organises and implements routine tasks in order to optimise health and safety • Selects and implements actions from predetermined procedures

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS201 Contribute to health and safety of self and others	BSBWHS201A Contribute to health and safety of self and others	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow all relevant procedures and instructions relating to work health and safety (WHS) and emergency incidents
- identify and report hazards to designated personnel
- contribute to WHS consultative processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain workplace safety procedures and instructions including:
 - checking systems and equipment
 - conducting routine work operations
 - requirements for personal protective equipment (PPE)
 - how to report incidents and injuries
- explain emergency procedures including those for fires and incidents
- define the meaning of commonly used hazard signs and safety symbols
- summarise the duty holder responsibilities, as specified in WHS Acts, regulations and codes of practice, of:
 - self and fellow workers
 - persons conducting businesses or undertakings (PCBUs)
 - officers
 - others in the workplace
- explain the difference between hazards and risks

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- describe typical WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
 - outline the process of hazard identification and risk reduction.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant organisational policies, standard operating procedures and work instructions
- relevant Acts, regulations, codes of practice
- workplace tools, equipment and resources
- personal protective equipment appropriate to the role and work area.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS201A Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	<p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces and is equivalent to BSBOHS201A Participate in OHS processes.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in work health and safety (WHS) processes to protect own health and safety, and that of others.

Application of the Unit

This unit applies to individuals who require a fundamental knowledge of WHS to carry out their own work, which may be in a defined context under direct supervision or with some individual responsibility. The unit has broad applicability across industries and workplace contexts.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Work safely	<p>1.1 Follow provided <i>safety procedures and instructions</i> when conducting work</p> <p>1.2 Carry out pre-start systems and equipment checks according to workplace procedures</p> <p>1.3 Follow workplace procedures for responding to <i>emergency incidents</i></p>
2. Implement work safety requirements	<p>2.1 Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace</p> <p>2.2 Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons, and record them according to workplace procedures</p> <p>2.3 Identify and implement WHS procedures and work instructions</p> <p>2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures</p> <p>2.5 Identify WHS <i>duty holders</i> in own work area and their duties</p>
3. Participate in WHS consultative processes	<p>3.1 Contribute to workplace meetings, inspections and other WHS consultative activities</p> <p>3.2 Raise WHS issues with designated persons according to organisational procedures</p> <p>3.3 Take actions to eliminate workplace hazards and reduce risks</p>

Required Skills and Knowledge

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

Required skills

- communication skills to contribute to workplace meetings
- literacy skills to:
 - contribute to workplace meetings, inspections and other WHS consultative activities
 - interpret safety signs, symbols, notices and other WHS documents
 - record and report hazards, risks, emergency incidents and injuries
- problem-solving skills to follow procedures in an emergency.

Required knowledge

- emergency procedures, including procedures for fires and incidents
- meaning of commonly used hazard signs and safety symbols
- responsibilities, as specified in WHS Acts, regulations and codes of practice, of:
 - self
 - persons conducting businesses or undertakings (PCBUs) or their officers
 - fellow workers.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • following all relevant safety procedures and instructions • identifying and reporting hazards to designated personnel • knowledge of relevant materials, equipment and work processes.
Context of and specific resources	Assessment must ensure:

for assessment	<ul style="list-style-type: none"> • safety processes, hazards and risks are relevant to area of work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of documentation identifying and reporting emergency incidents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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

<i>Safety procedures and instructions</i> may include:	<ul style="list-style-type: none"> • as contained in health and safety brochures, magazines and other material • completing required documentation • following procedures for work area housekeeping • following WHS guidelines relevant to workplace procedures for: <ul style="list-style-type: none"> • disposing of spilled substances, dangerous products, sharps and waste, and cleaning equipment • maintaining stocks of cleaning equipment, such as disposable gloves, liquid repellent aprons, and disinfectant • sterilising cleaning equipment
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	<ul style="list-style-type: none"> • using appropriate cleaning equipment to clean spillages and breakages • wearing personal protective clothing and protective eyewear when in contact with body fluids or chemicals that may splash • handling, using and storing hazardous chemicals according to workplace procedures • labels for hazardous chemicals • safety data sheets (SDS) • specific guidelines and procedures as they apply to own work area • undergoing operator training and instruction when using new equipment or processes.
<i>Emergency incidents</i> may include:	<ul style="list-style-type: none"> • accidents • alcohol and other drug intoxication • crime • external threats • fire • flood • near misses • sudden illness.
<i>Designated persons</i> may include:	<ul style="list-style-type: none"> • health and safety officers • health and safety representatives • managers and supervisors • other persons authorised or nominated by the organisation • PCBUs or their officers • team leaders • union officers • WHS inspectors • WHS permit entry holders.
<i>Hazards</i> may include anything that can cause harm, including:	<ul style="list-style-type: none"> • as specified in WHS Acts, regulations and codes of practice • blood • breakage and spillage • criminal acts • fatigue • hazardous chemicals • hazardous equipment • hazardous work processes • intoxication • needle sticks

	<ul style="list-style-type: none">• sources of infection• stress• unsafe work tasks or practices.
<i>Duty holders</i> may include:	<ul style="list-style-type: none">• as specified in WHS Acts:<ul style="list-style-type: none">• PCBUs or their officers• workers• other persons at a workplace.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and monitor the organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have a key role in maintaining workplace safety in an organisation. In their role they closely monitor aspects of work associated with the safe delivery of products and services, and they have a responsibility for influencing safety in the workplace.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assist with	1.1 Use WHS legislation as the basis for meeting the health and

ELEMENT	PERFORMANCE CRITERIA
incorporating WHS policies and procedures into work team processes	<p>safety requirements of a small work team</p> <p>1.2 Assist in providing and clearly explaining information to the work team about the organisation's WHS policies, procedures, programs and legislative requirements</p> <p>1.3 Assist in regularly providing and clearly explaining information to the work team about identifying hazards and risk assessment outcomes</p>
2. Support participative arrangements for managing WHS	<p>2.1 Implement and monitor organisational consultative procedures to facilitate participation of the work team in managing work area WHS</p> <p>2.2 Deal promptly with issues raised through consultation according to organisational procedures for issue resolution</p> <p>2.3 Encourage and assist work team members to contribute to managing WHS</p> <p>2.4 Engage with individuals and work teams to identify and implement improvements in managing WHS feedback</p>
3. Support the organisation's procedures for providing WHS training	<p>3.1 Provide advice on WHS training needs of individuals and the work team</p> <p>3.2 Provide advice on strategies and opportunities for developing work team's WHS competence</p> <p>3.3 Provide coaching and mentoring assistance to work team members to support the effective development of individual and team WHS competence</p>
4. Participate in identifying hazards, and assessing and controlling risks for the work area	<p>4.1 Provide advice on hazards in the work area according to organisational policies and procedures, and WHS legal requirements</p> <p>4.2 Support the implementation of procedures to control risks using the hierarchy of control and according to organisational procedures and WHS legal requirements</p> <p>4.3 Identify and report inadequacies in existing risk control measures according to organisational procedures, the hierarchy of control and WHS legal requirements</p> <p>4.4 Accurately complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3	<ul style="list-style-type: none"> • Interprets and analyses legislative and organisational documentation • Applies appropriate strategies to construct meaning from legislative and organisational documentation
Writing	1.2, 1.3, 4.3, 4.4	<ul style="list-style-type: none"> • Documents WHS information using required format and industry specific vocabulary
Oral communication	1.2, 1.3, 3.3	<ul style="list-style-type: none"> • Presents information using language appropriate to audience • Uses questioning and active listening to confirm understanding
Navigate the world of work	1.1, 1.2, 2.2, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> • Follows policies, procedures and legislative requirements relevant to own role • Keeps up to date on changes to legislation or regulations relevant to own role
Interact with others	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> • Selects appropriate communication protocols and conventions to provide information to others • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Beginning to provide feedback to others in forms they can engage with and respond to in the context of encouraging participative contributions
Get the work done	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> • Sequences and schedules activities, monitors implementation and manages relevant communication • Initiates standard procedures when responding to issues raised through consultation • Uses feedback to identify and implement opportunities improve arrangements for managing WHS issues to improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS301 Maintain workplace safety	BSBWHS301A Maintain workplace safety	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement and monitor the organisation's work health and safety (WHS) policies and procedures
- identify hazards and assess and control risks
- assist in explaining and improving WHS policies, procedures and legislative requirements applicable to the organisation
- assist in explaining hazards identification and risk assessment outcomes to other team members
- implement and monitor consultation about WHS according to legislative and organisational requirements
- deal promptly with issues raised as a result of WHS consultation
- encourage work team to contribute to identifying and implementing improvements to WHS feedback
- assist others to develop WHS competence and provide advice on training needs
- complete WHS documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe characteristics and composition of the work team
- describe procedures for identifying hazards and assessing and controlling associated risks to health and safety, including the hierarchy of control
- outline organisational WHS policies and procedures including those relating to risk management, fire, emergencies, evacuation, incident investigation and reporting

- describe relevant Acts, regulations and codes of practice from all levels of government that impact on business operations, especially with regard to WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- identify WHS aspects of other organisational systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- WHS Acts, regulations, codes of practice, licensing requirements and standards
- appropriate office equipment and resources used in the identification and rectification of WHS compliance breaches.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS301A Maintain workplace safety

Modification History

Release	Comments
Release 1	<p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces and is equivalent to BSBCMN311B Maintain workplace safety.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

Application of the Unit

This unit applies to workers who have a key role in maintaining workplace safety in an organisation. In their role they closely monitor aspects of work associated with the safe delivery of products and services, and they have an important responsibility in influencing ongoing safety in the workplace.

At this level, work will normally be carried out within known routines, methods and procedures but may also involve a number of complex or non-routine activities that require some discretion and judgement.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Assist with incorporating WHS policies and procedures into work team processes	<p>1.1 Use WHS legislation as the basis for meeting the health and safety requirements of a small work team</p> <p>1.2 Assist in providing and clearly explaining information to the work team about the organisation's WHS policies, procedures, programs and legislative requirements, including the legal duties, powers, rights, obligations and responsibilities of individuals and parties inside and outside the workplace</p> <p>1.3 Assist in regularly providing and clearly explaining information to the work team about identifying hazards and the outcomes of risk assessment</p>
2. Support participative arrangements for managing WHS	<p>2.1 Implement and monitor organisational consultative procedures to facilitate participation of the work team in managing work area hazards</p> <p>2.2 Promptly deal with issues raised through consultation according to organisational procedures for issue resolution</p> <p>2.3 Encourage and assist work team members to contribute to managing WHS</p> <p>2.4 Engage with individuals and work teams to identify and implement improvements in managing WHS feedback</p>
3. Support the	3.1 Provide advice on WHS training needs of individuals and the

organisation's procedures for providing WHS training	<p>work team</p> <p>3.2 Provide advice on strategies and opportunities for developing work team's WHS competence</p> <p>3.3 Provide coaching and mentoring assistance to work team members to support the effective development of individual and team WHS competence</p>
4. Participate in identifying hazards, and assessing and controlling risks for the work area	<p>4.1 Provide advice on hazards in the work area according to organisational policies and procedures, and WHS legal requirements</p> <p>4.2 Support the implementation of procedures to control risks using the hierarchy of control and according to organisational procedures and WHS legal requirements</p> <p>4.3 Identify and report inadequacies in existing risk control measures according to organisational procedures, the hierarchy of control and WHS legal requirements</p> <p>4.4 Accurately complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to:
 - assess resources required to apply risk controls
 - assist with environmental monitoring
 - identify hazards and assess risks appropriate to own work area and job role
 - monitor incidents and hazards
 - evaluate effectiveness of risk controls
- coaching and mentoring skills to provide support to colleagues
- communication skills to communicate with people from a range of backgrounds and with a range of abilities
- literacy skills to understand workplace procedures and work instructions for identifying and reporting hazards, and for interpreting WHS signs and symbols.

Required knowledge

- characteristics and composition of the work team
- hazards and associated risks in the workplace
- organisational policies and procedures relating to WHS, including hazard management, fire, emergencies, evacuation, incident investigation and reporting
- relevant Acts, regulations and codes of practice from all levels of government that impact on business operations, especially with regard to WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- WHS aspects of other organisational systems and procedures.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • implementing organisational management systems and WHS procedures in own work area • understanding of and meeting WHS legal and organisational requirements as they apply to own work area and job role • knowledge of procedures for identifying hazards in the work area • knowledge of procedures for assessing and controlling risks to health and safety associated with those hazards according to organisational WHS procedures.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • safety processes relevant to the area of work • relevant information and documentation on compliance requirements, such as: <ul style="list-style-type: none"> • organisational policies and procedures, standard operating procedures and plans • relevant Acts, regulations, codes of practice, licensing requirements and standards • relevant internal and external information • appropriate office equipment and resources used in

	the identification and rectification of WHS compliance breaches.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party reports of on-the-job performance by the candidate • review of documents on WHS Acts, regulations, codes of practice, standards, policies and procedures developed and communicated to workers • analysis of responses to case studies and scenarios • demonstration of applying WHS legislation • oral or written questioning to assess knowledge of research and data-collection methods to obtain evidence of compliance with WHS legislation • assessment of duty of care arrangements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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

WHS legislation may include:	<ul style="list-style-type: none"> • WHS Acts, regulations and codes of practice • components of Acts and regulations, such as: <ul style="list-style-type: none"> • dangerous goods • environmental protection • equal opportunity and anti-discrimination • industrial relations • privacy • workers' compensation.
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<p>WHS policies, procedures, programs and legislative requirements may include:</p>	<ul style="list-style-type: none"> • consultative arrangements for workers in the work area • emergency plan and procedures • first aid provision, and medical practitioner contact and attention • hazard reporting procedures • incident investigation • plant and equipment maintenance and use • procedures for hazard identification • procedures for risk assessment, and the selection and implementation of risk control measures • purchasing policy and procedures • safe operating procedures and instructions • site access and egress • transport and storage of dangerous goods • use and care of personal protective equipment • use and storage of hazardous substances • WHS arrangements for on-site contractors, visitors and members of the public • WHS audits and safety inspections.
<p>Individuals and parties may include:</p>	<ul style="list-style-type: none"> • contractors and subcontractors • customers • persons conducting businesses or undertakings (PCBUs) or their officers • workers • other persons at a workplace • WHS entry permit holders • WHS inspectors • WHS regulators.
<p>Methods for identifying hazards and risk assessment include:</p>	<ul style="list-style-type: none"> • as specified in WHS Acts, regulations and codes of practice • checking equipment before and during work • consulting work team members • housekeeping • reviewing records, for example: <ul style="list-style-type: none"> • equipment maintenance • hazardous chemicals, including labels and safety data sheet (SDS) register, and dangerous goods storage list • injury • training plan • workplace inspections in area of responsibility.

<i>Organisational consultative procedures</i> may include:	<ul style="list-style-type: none"> • attendance of health and safety representatives at management meetings • counselling and disciplinary processes • early response to worker suggestions, requests, reports and concerns put forward to management • formal and informal meetings • health and safety committees • other committees, for example planning and purchasing.
<i>WHS training needs</i> may include:	<ul style="list-style-type: none"> • coaching, mentoring and/or supervision • formal and informal learning programs • internal and external training programs • personal study.
<i>Coaching and mentoring assistance</i> may include:	<ul style="list-style-type: none"> • explaining and clarifying • presenting and promoting a safe workplace • problem solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.
<i>Hazards in the work area</i> may include:	<ul style="list-style-type: none"> • anything that has the potential to cause harm • as specified in WHS Acts, regulations and codes of practice • blocked exits • ergonomically unsuitable workstations and task design, for example: <ul style="list-style-type: none"> • repetitive work • poor lighting or glary surfaces • non-adjustable work surfaces and seating • internal or external threat of occupational violence or bullying • lack of adequate storage • reliance on low order control measure (such as personal protective equipment) to reduce worker risk exposure, instead of controlling the hazard itself • slippery and uneven floors • unguarded and poorly maintained machinery and equipment • unlabelled chemicals and substances • untidy or noisy work areas.
<i>Procedures to control risks</i> may	<ul style="list-style-type: none"> • as specified in WHS Acts, regulations and codes of

include actions, such as:	practice <ul style="list-style-type: none">• application of the hierarchy of control, namely:<ul style="list-style-type: none">• eliminate the risk• reduce or minimise the risk through:<ul style="list-style-type: none">• engineering controls• administrative controls• personal protective equipment• regular consultation with workers.
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Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package release 1.0

Application

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

It applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area. These individuals have a broad knowledge of WHS policies and contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

ELEMENT	PERFORMANCE CRITERIA
<i>essential outcomes.</i>	<i>demonstrate achievement of the element.</i>
1. Provide information to the work team about WHS policies and procedures	1.1 Accurately explain to the work team relevant provisions of WHS Acts, regulations and codes of practice 1.2 Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to, and understandable by the work team 1.3 Regularly provide and clearly explain to the work team information about identified hazards and the outcomes of risk assessment and control
2. Implement and monitor participation arrangements for managing WHS	2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace 2.2 Apply consultation procedures to facilitate participation of the work team in managing work area hazards 2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements 2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues
3. Implement and monitor organisational procedures for providing WHS training	3.1 Identify WHS training needs according to organisational requirements and WHS legislative and regulatory requirements 3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals 3.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate team and individual achievement of identified WHS training needs 3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks	4.1 Identify and report on hazards in work area according to WHS policies and procedures and WHS legislative and regulatory requirements 4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements 4.3 Implement procedures to control risks using the hierarchy of control, according to organisational and WHS legislative requirements

ELEMENT	PERFORMANCE CRITERIA
	<p>4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements</p> <p>4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response</p>
5. Implement and monitor organisational procedures for maintaining WHS records for the team	<p>5.1 Accurately complete and maintain WHS records of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements</p> <p>5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 5.2	<ul style="list-style-type: none"> Interprets and analyses complex WHS legislative and organisational texts
Writing	1.1-1.3, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.4, 5.1	<ul style="list-style-type: none"> Documents WHS legislative and organisational information using structure, layout and language suitable for audience Records WHS issues and actions taken according to reporting requirements Prepares and maintains required records using appropriate structure and vocabulary
Oral communication	1.1-1.3, 2.1, 2.4, 3.2, 3.3, 4.1, 4.4	<ul style="list-style-type: none"> Provides WHS legislative and organisational information and advice using structure and language suitable for audience
Numeracy	3.4, 5.2	<ul style="list-style-type: none"> Extracts, interprets and comprehends mathematical information in relation to training costs and risk management data
Navigate the world of work	1.1,1.2, 2.3, 3.1, 4.1-4.5, 5.1	<ul style="list-style-type: none"> Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with	2.2, 3.2, 3.3	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols to facilitate consultation or provide feedback

others		<ul style="list-style-type: none"> • Initiates and contributes to facilitating consultative role, responding, explaining, clarifying and expanding on ideas and information as required • Collaborates with others to achieve individual and team outcomes
Get the work done	2.2, 3.2, 3.3, 4.1-4.5, 5.1	<ul style="list-style-type: none"> • Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Recognises and takes responsibility for reporting WHS risk control inadequacies • Uses formal and informal processes to monitor implementations of WHS solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements	BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to work team the relevant work health and safety (WHS) information including:
 - WHS legislative and organisational requirements
 - identified hazards and outcomes of risk assessment and control
- ensure that the team has access to information about WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures according to organisational and legislative WHS requirements including:
 - consultation and communications to enable team members to participate in managing WHS risks and hazards
 - identifying WHS training needs and providing learning opportunities, coaching and mentoring as appropriate to needs
 - identifying, reporting and taking action on WHS hazards and risks
 - identifying and reporting inadequacies in existing risk controls and monitoring outcomes to ensure a prompt organisational response
 - reporting on the cost of WHS training
 - keeping WHS records
 - analysing aggregate WHS data to identify hazards and monitor risk control procedures in work area.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal responsibilities and duties of managers, supervisors, persons conducting businesses or undertakings (PCBUs) and workers in relation to WHS risk management in the workplace
- identify key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business and outline how they apply in the work area
- explain organisational policies and procedures relating to hazard identification, risk management, fire, emergency and evacuation, incident investigation and reporting
- explain the importance of effective consultation mechanisms in managing health and safety risks in the workplace
- explain how the hierarchy of control applies in the work area.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- an actual workplace or simulated environment
- workplace equipment and resources
- examples of documents relating to workplace safety, hazard identification and risk assessment
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This Unit first released with <i>BSB07 Business Training Package version 7.0</i> . Replaces BSBOHS407A Monitor a safe workplace.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

Application of the Unit

This unit applies to workers with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area.

The unit applies to individuals with a broad knowledge of WHS policies who contribute well-developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. These workers provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Provide information to the work team about WHS policies and procedures	<p>1.1 Accurately explain to the work team, relevant provisions of WHS Acts, regulations and codes of practice</p> <p>1.2 Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to and understandable by the work team</p> <p>1.3 Regularly provide and clearly explain to the work team, information about identified hazards and the outcomes of risk assessment and control</p>
2. Implement and monitor participation arrangements for managing WHS	<p>2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace</p> <p>2.2 Apply consultation procedures to facilitate participation of the work team in managing work area hazards</p> <p>2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements</p> <p>2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues</p>
3. Implement and monitor organisational	3.1 Identify WHS training needs according to organisational requirements, and WHS legislative and regulatory requirements

<p>procedures for providing WHS training</p>	<p>3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals</p> <p>3.3 Provide workplace learning opportunities, and coaching and mentoring assistance, to facilitate team and individual achievement of identified WHS training needs</p> <p>3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans</p>
<p>4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks</p>	<p>4.1 Identify and report on hazards in work area according to WHS policies and procedures, and WHS legislative and regulatory requirements</p> <p>4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements</p> <p>4.3 Implement <i>procedures to control risks</i> using the hierarchy of control, according to organisational and WHS legislative requirements</p> <p>4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements</p> <p>4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response</p>
<p>5. Implement and monitor organisational procedures for maintaining WHS records for the team</p>	<p>5.1 Accurately complete and maintain <i>WHS records</i> of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements</p> <p>5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area</p>

Required Skills and Knowledge

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

Required skills

- analytical and problem solving skills to:
 - identify hazards
 - assess risks in the work area

- review information relating to monitoring and evaluating incidents, and the effectiveness of risk controls
- coaching and mentoring skills to provide support to colleagues
- literacy skills to understand and interpret documentation, and to interpret WHS requirements.

Required knowledge

- hazards and associated risks in the workplace
- key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business
- organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident investigation and reporting
- relevance of consultation and participation as key mechanisms for improving WHS and culture
- WHS legislative responsibilities, duties and obligations of managers, supervisors, persons conducting businesses or undertakings (PCBUs) or their officers, and workers in the workplace.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: <ul style="list-style-type: none"> • applying organisational WHS management systems and procedures in the work team area • applying procedures for assessing and controlling risks to health and safety associated with those hazards, according to the hierarchy of control and as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • providing specific, clear and accurate information and advice on workplace hazards to work team • knowledge of legal responsibilities of managers, supervisors, PCBUs or their officers and workers in the workplace.
Context of and specific resources	Assessment must ensure access to:

<p>for assessment</p>	<ul style="list-style-type: none"> • an actual workplace or simulated environment • office equipment and resources • examples of documentation relating to hazards in the workplace • examples of documents relating to workplace safety, hazard identification and risk assessment.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of records communicating the outcomes of consultation over WHS issues to the work team • analysis of responses to case studies and scenarios • review of reports to management on the costs associated with providing training for the work team • oral or written questioning to assess knowledge of workplace safety and hazards • examples of risk assessments • evaluation of actioning of team member hazard reports • review of WHS records of occupational injury and disease incidents in work area.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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

<p><i>WHS Acts, regulations and codes of practice</i> may include:</p>	<ul style="list-style-type: none"> • applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • common law duties to meet general duty of care requirements • duty holders, as specified in WHS Acts: <ul style="list-style-type: none"> • PCBUs or their officers • workers • other persons at a workplace • WHS legislative and regulatory requirements for effective management of hazards • WHS legislative and regulatory requirements for establishing consultation arrangements, including those for health and safety representatives and health and safety committees • WHS legislative and regulatory requirements for providing information and training, including: <ul style="list-style-type: none"> • training in safe operating procedures • procedures for workplace hazards • hazard identification • risk assessment and risk control • emergency and evacuation procedures • WHS legislative, regulatory and other requirements for the maintenance and confidentiality of records of occupational injury and disease.
<p><i>Organisation's WHS policies, procedures and programs</i> may address:</p>	<ul style="list-style-type: none"> • acquisition, use, storage and disposal of hazardous chemicals • alcohol and other drug intoxication • consultation arrangements for workers in work area • emergency and evacuation procedures • family-friendly environment • first aid provision and medical treatment • hazard reporting procedures • incident investigation • life-work balance strategies • maintenance and use of plant and equipment • procedures for hazard identification • procedures for risk assessment, and selection and implementation of risk controls • purchasing policy and procedures • requirements of applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • safe operating procedures and instructions

	<ul style="list-style-type: none"> • site access and egress • transport and storage of dangerous goods • use and care of personal protective equipment • WHS arrangements for on-site contractors and subcontractors, visitors and members of the public • WHS audits and inspections.
<p>Information may result from:</p>	<ul style="list-style-type: none"> • examining commonwealth and state or territory WHS Acts, regulations and codes of practice • checking equipment before and during work • consulting work team members through daily informal worker consultation and regular formal meetings • housekeeping • reviewing health and safety records, including hazard reports, hazardous substances and dangerous goods registers, and injury records • WHS audits and review of audit reports • workplace inspections in area of responsibility.
<p>Consultation procedures may include:</p>	<ul style="list-style-type: none"> • attendance of health and safety representatives at management and WHS planning meetings • early response to worker suggestions, requests, reports and concerns put forward to management • election of health and safety representatives according to legislative requirements • formal and informal meetings • health and safety committees • individual performance management processes • other committees, for example planning and purchasing • requirements as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice.
<p>Procedures to control risks may include:</p>	<ul style="list-style-type: none"> • as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • consultation with workers and their representatives • redesign of job, process or workplace, for example: <ul style="list-style-type: none"> • introducing mechanical handling equipment • raising or lowering work platforms • rearranging material flow, timing and/or scheduling • removing the cause of a risk at its source (eliminating the hazard), for example removing stored goods permanently from emergency exit

	<p>passageways</p> <ul style="list-style-type: none"> • selecting controls according to the hierarchy of risk control, for example working through the hierarchy from the most effective to least effective control.
<p>WHS records may include:</p>	<ul style="list-style-type: none"> • any record of alcohol or drug use • as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • audit and inspection reports • consultation, for example: <ul style="list-style-type: none"> • meetings of health and safety committees • work team meeting agendas, including WHS items and actions • first aid/medical post records • hazardous chemicals registers • induction, instruction and training • manufacturer and supplier information, including dangerous goods storage lists • plant and equipment maintenance and testing reports • workers' compensation and rehabilitation records • workplace environmental monitoring records.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in work health and safety (WHS) legislation. It includes identification of WHS legislation, duties, rights and obligations and the necessary actions to ensure compliance in the workplace.

This unit applies to individuals who assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in WHS laws as part of a systematic approach to managing WHS. This unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1 Assist with determining the legal framework for WHS in the workplace	<p>1.1 Access current WHS legislation and related documentation relevant to the organisation's operations</p> <p>1.2 Use knowledge of the relationship between WHS Acts, regulations, codes of practice, standards and guidance material to assist with determining legal requirements in the workplace</p> <p>1.3 Assist with identifying and confirming the duties, rights and obligations of individuals and parties as specified in legislation</p> <p>1.4 Assist with seeking advice from legal advisers where necessary</p>
2 Assist with providing advice on WHS compliance	<p>2.1 Assist with providing advice to individuals and parties about their legal duties, rights and obligations, and the location of relevant information in WHS legislation</p> <p>2.2 Assist with providing advice to individuals and parties about the functions and powers of the WHS regulator and how they are exercised, and the objectives and principles underpinning WHS</p>
3 Assist with WHS legislation compliance measures	<p>3.1 Assist with assessing how the workplace complies with relevant WHS legislation</p> <p>3.2 Assist with determining the WHS training needs of individuals and parties, and with providing training to meet legal and other requirements</p> <p>3.3 Assist with developing and implementing changes to workplace policies, procedures, processes and systems that will achieve compliance</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> Interprets and analyses complex WHS legislative and organisational texts
Writing	1.4, 2.1, 3.3	<ul style="list-style-type: none"> Documents WHS legislative and organisational advice using structure, layout and language suitable for audience Drafts, documents and updates policies, procedures or processes according to requirements

		<ul style="list-style-type: none"> • Uses appropriate vocabulary and register to seek legal advice
Oral communication	1.2-1.4, 2.1, 2.2, 3.1-3.3	<ul style="list-style-type: none"> • Uses structure and language suitable for audience to provide, seek and discuss WHS legislative information • Uses questioning and active listening to clarify understanding
Navigate the world of work	1.2, 1.3, 2.1, 2.2	<ul style="list-style-type: none"> • Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role and responsibilities • Keeps up to date on changes to WHS legislation and regulations, and organisational policies and procedures
Interact with others	1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> • Understands what to communicate, with whom and how, in the context of seeking WHS legal advice • Cooperates with others as part of WHS compliance activities, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes
Get the work done	3.1-3.3	<ul style="list-style-type: none"> • Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies in relation to WHS compliance • Uses formal decision making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria in relation to WHS compliance and training needs identification • Contributes to the design of new approaches in relation to WHS compliance

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Current WHS legislation and related documentation must include:	<ul style="list-style-type: none"> • current applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice • organisational WHS policies, procedures, processes and systems • standards, guidance publications and alerts issued by the relevant WHS regulator.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS402 Assist with compliance with WHS laws	BSBWHS402A Assist with compliance with WHS laws	<p>Updated to meet Standards for Training Packages</p> <p>Edits to clarify intent of Performance Criteria</p> <p>Strengthened Assessment Conditions. Assessors of this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher</p>	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to assist with:

- determining current work health and safety (WHS) legal requirements for the workplace
- providing advice to parties and individuals about current WHS legal requirements for the workplace, including underpinning principles, legal duties, rights and obligations and WHS regulator functions and powers
- assessing workplace compliance with WHS legislative requirements
- determining the training needs of individuals and parties in relation to WHS requirements
- developing and implementing workplace changes in order to achieve WHS legal compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- detail the duties, rights and obligations of individuals and parties as specified in relevant WHS legislation, and specify the location of relevant information on WHS legislation
- describe the functions and powers of the relevant WHS regulator and how they are exercised
- identify internal and external sources of WHS information, and how to access them
- outline the objectives and principles underpinning WHS legislation
- specify method/s used for:
 - assessing WHS compliance
 - determining training needs in relation to WHS compliance
 - implementing changes to achieve WHS compliance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant Acts, regulations, codes of practice, standards and guidance material
- relevant workplace documentation
- reports from individuals and parties consulted in ensuring WHS compliance
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements. In addition, assessors for this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the processes of identifying work health and safety (WHS) hazards, assessing WHS risks, and developing, implementing and evaluating risk controls according to legislative and organisational requirements.

It applies to individuals who contribute to WHS risk management processes in their work role in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Access information to	1.1 Identify sources of information and data

ELEMENT	PERFORMANCE CRITERIA
identify hazards and assess and control risks	<p>1.2 Obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause and how these harms are caused</p> <p>1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls</p>
2 Contribute to compliance and workplace requirements	<p>2.1 Contribute to identifying and complying with requirements of workplace policies, procedures, processes and systems for hazard identification, risk assessment and risk control activities</p> <p>2.2 Contribute to identifying and complying with requirements of WHS Acts, regulations, codes of practice and guidelines for hazard identification, risk assessment and risk control activities</p> <p>2.3 Identify duty holders and their range of duties</p>
3 Contribute to workplace hazard identification	<p>3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards, the harms they may cause and how these harms are caused</p> <p>3.2 Apply knowledge of hazard identification to contribute to selecting techniques, tools and processes to identify workplace hazards</p> <p>3.3 Contribute to applying selected techniques, tools and processes</p> <p>3.4 Contribute to documenting hazard identification process and results</p>
4 Contribute to WHS risk assessment	<p>4.1 Apply knowledge of risk assessment to contribute to selecting techniques, tools and processes for risk assessment of hazards</p> <p>4.2 Contribute to applying techniques, tools and processes to identified hazards</p> <p>4.3 Contribute to documenting the results of risk assessments</p>
5 Contribute to the development, implementation and evaluation of risk control	<p>5.1 Apply knowledge of risk control to contribute to developing risk control options for identified hazards, using the results of risk assessments</p> <p>5.2 Contribute to developing and implementing a risk control plan</p> <p>5.3 Contribute to evaluating implemented risk controls</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.1, 5.1, 5.2	<ul style="list-style-type: none"> Locates, interprets and analyses complex WHS legislative and organisational texts
Writing	3.1, 3.4, 4.3, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Uses structure, layout and language suitable for audience to document WHS risk-management processes Uses appropriate organisational formats and industry specific vocabulary to document risk control plans
Oral communication	2.1, 2.2, 3.1, 3.3, 4.2	<ul style="list-style-type: none"> Uses structure and language suitable for audience to communicate information and contribute ideas about WHS risk-management processes
Navigate the world of work	2.1, 2.2, 2.3	<ul style="list-style-type: none"> Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS risk-management processes Keeps up to date with WHS legislation or regulations and related organisational policies and procedures
Interact with others	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Understands what to communicate, with whom and how in the context of advising on hazards and harms Cooperates with others as part of WHS risk-management processes, and contributes to specific activities requiring joint responsibility and accountability Collaborates with others to achieve individual and team outcomes
Get the work done	2.1, 2.2, 3.2, 4.1, 5.2, 5.3	<ul style="list-style-type: none"> Applies formal processes to plan, sequence and prioritise risk control tasks, showing awareness of time and resource constraints and the needs of others Uses formal decision-making processes in risk management processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria Applies formal problem-solving processes, identifying and evaluating several options for action Uses formal and informal processes to monitor and reflect on outcomes of decisions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control	BSBWHS404A Contribute to WHS hazard identification, risk assessment and risk control	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and interpret information and data about work health and safety (WHS) requirements and apply it to the selection and application of techniques, tools and processes for hazard identification, risk assessment and risk control and the development of a risk control plan
- contribute to documenting and evaluating risk management processes
- communicate about WHS requirements and compliance with a range of people
- comply with WHS requirements for hazard identification, risk assessment and risk control activities
- identify WHS duty holders and their duties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the WHS risk management (hazard identification, risk assessment and risk control) requirements specified in:
 - relevant WHS Acts and regulations
 - organisational WHS policies, procedures, processes and systems
- explain the difference between hazards and risks in the work context
- outline a range of common workplace hazards, the harms they may cause and how these harms are caused
- explain how risk assessment and controls can eliminate or minimise risks
- identify internal and external sources of WHS information and data and how to access them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant legislation, standards and guidelines
- relevant policies, procedures, processes and systems
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1 Establish a WHS management system in a work area	<p>1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation</p> <p>1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs</p> <p>1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)</p>
2 Establish and maintain effective and compliant participation arrangements for managing WHS in a work area	<p>2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation</p> <p>2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation</p> <p>2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand</p>
3 Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in a work area	<p>3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks</p> <p>3.2 Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled</p> <p>3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements</p> <p>3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures</p> <p>3.5 Identify requirements for expert WHS advice, and request this advice as required</p>
4 Evaluate and maintain a work area WHS management system	<p>4.1 Develop and provide a WHS induction and training program for all workers in a work area as part of the organisation's training program</p> <p>4.2 Use a system for WHS record keeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision</p> <p>4.3 Measure and evaluate the WHSMS in line with the</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>organisation's quality systems framework</p> <p>4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives</p> <p>4.5 Ensure compliance with the WHS legislative framework to achieve, as a minimum, WHS legal requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3, 4.5	<ul style="list-style-type: none"> Organises, evaluates and critiques ideas and information from WHS legislation, policies, procedures and programs
Writing	1.1, 2.3, 3.2, 3.5, 4.1, 4.2	<ul style="list-style-type: none"> Produces WHS policies, procedures and programs using appropriate vocabulary, grammatical structure and conventions to produce Records WHS decisions according to organisational requirements
Oral communication	1.1, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Presents and seeks information from others using structure and language suitable for the audience Provides information on resolution of WHS issues varying level of technical vocabulary to suit audience
Numeracy	1.3	<ul style="list-style-type: none"> Selects from, and applies, an expanding range of mathematical and problem solving strategies in identifying financial and human resources required
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.5	<ul style="list-style-type: none"> Monitors adherence to legal and regulatory rights and responsibilities for self and others in relation to WHS Takes responsibility for developing, implementing and reviewing policies, procedures and processes in accordance with organisational and legislative requirements
Interact with others	1.1, 2.1, 2.3, 3.5	<ul style="list-style-type: none"> Plays a lead role in situations requiring effective collaboration demonstrating the ability to guide discussions and negotiate agreeable outcomes Provides feedback to others in forms they can

		understand and use
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 4.3, 4.4, 4.5	<ul style="list-style-type: none"> • Develops plans or processes to manage relatively complex, WHS management tasks with an awareness of how they contribute to operational and strategic goals • Uses systematic, analytical processes, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Uses digital systems and tools to enter, store and retrieve relevant information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

WHS legislation must include:	<ul style="list-style-type: none"> • applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS501 Ensure a safe workplace	BSBWHS501A Ensure a safe workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping
- ensure organisational WHS compliance
- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control
- provide information and complete documentation for a WHS management system
- identify requirements for and request expert WHS advice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice
- specify relevant WHS organisational policies, procedures, programs and practices
- explain hazard identification and risk-management processes
- describe the hierarchy of risk control and how it is applied in the workplace
- specify in-house and WHS legislative reporting requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational WHS policies and procedures
- WHS legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS501A Ensure a safe workplace

Modification History

Release	Comments
Release 1	<p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces and is equivalent to BSBOHS509A Ensure a safe workplace.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area according to WHS legislative requirements.

Application of the Unit

This unit applies to managers working in a range of contexts. It takes a systems approach and addresses compliance with relevant legislative requirements.

Those who have or are likely to have responsibility for WHS as part of their broader management role should undertake this unit.

The unit is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or their officers (as defined by relevant legislation).

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

1. Establish and maintain a WHS management system	<p>1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation</p> <p>1.2 Identify duty holders and define WHS responsibilities for all workplace personnel according to WHS legislation, policies, procedures and programs</p> <p>1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)</p>
2. Establish and maintain effective and compliant participation arrangements for managing WHS	<p>2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation</p> <p>2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation</p> <p>2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand</p>
3. Establish and maintain procedures for effectively identifying	<p>3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks</p> <p>3.2 Include hazard identification at the planning, design and</p>

hazards, and assessing and controlling risks	<p>evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled</p> <p>3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements</p> <p>3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures</p> <p>3.5 Identify requirements for expert WHS advice, and request this advice as required</p>
4. Evaluate and maintain a WHS management system	<p>4.1 Develop and provide a WHS induction and training program for all workers as part of the organisation's training program</p> <p>4.2 Use a system for WHS recordkeeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision</p> <p>4.3 Measure and evaluate the WHSMS in line with the organisation's quality systems framework</p> <p>4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives</p> <p>4.5 Ensure compliance with the WHS legislative framework so that, as a minimum, WHS legal requirements are achieved</p>

Required Skills and Knowledge

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

Required skills

- analytical and problem solving skills to examine relevant workplace information and data to identify hazards, and to assess and control risks
- communication skills to consult with staff and to promote a safe workplace
- information technology skills to store and retrieve relevant workplace information and data
- literacy skills to adapt and communicate WHS policies that reflect WHS legislative requirements
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- hazard identification and risk-management processes
- hierarchy of risk control
- in-house and WHS legislative reporting requirements
- relevant WHS Acts, regulations and codes of practice that apply to the business operation.

Evidence Guide

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

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • detailed knowledge and application of all relevant WHS Acts, regulations and codes of practice • establishing and maintaining arrangements for managing WHS within the organisation's business systems and practices • identifying requirements for expert WHS advice.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of WHS policies, information provided on the WHSMS, and information about the outcomes

	<p>of participation and consultation provided to workers</p> <ul style="list-style-type: none"> • oral or written questioning to assess knowledge of WHS and WHS legislation • evaluation of WHS induction and training • review of WHS recordkeeping system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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

WHS legislation may include:	<ul style="list-style-type: none"> • applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • common law duties to meet general duty of care requirements • WHS legislative and regulatory requirements for: <ul style="list-style-type: none"> • effectively managing hazards • establishing consultation arrangements, including those for health and safety representatives and health and safety committees • providing information and training, including training in safe operating procedures; procedures for workplace hazards; hazard identification, risk assessment and risk control; and emergency and evacuation procedures • WHS legislative, regulatory and other requirements for the maintenance and confidentiality of records of occupational injury and disease.
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<i>Duty holders</i> may include:	<ul style="list-style-type: none"> • as specified in WHS Acts: <ul style="list-style-type: none"> • officers • PCBUs or their officers • workers • other persons at a workplace.
<i>Control of associated risks</i> may include:	<ul style="list-style-type: none"> • administrative • as specified in WHS Acts, regulations and codes of practice • counselling/disciplinary processes, such as those associated with alcohol and other drugs • education about alcohol and other drugs work-related issues • engineering • hazard elimination • housekeeping and storage • issue resolution • personal protective equipment • purchasing of supplies and equipment • workplace inspections, including plant and equipment.
<i>WHS recordkeeping</i> may relate to:	<ul style="list-style-type: none"> • audit and inspection reports • consultation, such as: <ul style="list-style-type: none"> • meetings of health and safety committees • work team meeting agendas, including WHS items and actions • first aid/medical post records • hazardous chemicals registers • induction, instruction and training • manufacturer and supplier information, including dangerous goods storage lists • plant and equipment maintenance and testing reports • workers' compensation and rehabilitation records • workplace environmental monitoring records.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities

ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3 Use feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete professional development activities to assist career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities
Reading	1.2, 2.1, 2.3, 3.1, 3.5	<ul style="list-style-type: none"> Recognises and interprets textual information from relevant sources to understand organisation's policies and practices

Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	<ul style="list-style-type: none"> Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.2, 2.3, 3.2	<ul style="list-style-type: none"> Provides or seeks information using language suitable to audience and context Employs listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.2, 1.3	<ul style="list-style-type: none"> Interprets numerical information related to budgets and timeframes
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	<ul style="list-style-type: none"> Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Interact with others	2.2, 2.3, 3.2	<ul style="list-style-type: none"> Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	<ul style="list-style-type: none"> Plans, organises and implements tasks to meet organisational requirements Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	<p>2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives</p> <p>2.2 Use technology efficiently and effectively to manage work priorities and commitments</p> <p>2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to</p>
3. Develop and maintain professional competence	<p>3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans</p> <p>3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence</p> <p>3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence</p> <p>3.4 Participate in networks to enhance personal knowledge, skills and work relationships</p> <p>3.5 Identify and develop new skills to achieve and maintain a competitive edge</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	<ul style="list-style-type: none"> Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	<ul style="list-style-type: none"> Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	<ul style="list-style-type: none"> Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	<ul style="list-style-type: none"> Understands how own role contributes to broader organisational goals Considers organisational protocols when planning own career development

Interact with others	1.1, 3.2, 3.4	<ul style="list-style-type: none"> • Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<ul style="list-style-type: none"> • Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	<p>Updated to meet Standards for Training Packages</p> <p>Minor edits to clarify Performance Criteria</p>	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - a personal development plan
 - personal goal setting
 - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	<p>1.1. Serve as a positive role model in the workplace through personal work planning and organisation</p> <p>1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and <i>own responsibilities and accountabilities</i></p> <p>1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies</p>
2. Set and meet own work priorities	<p>2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives</p> <p>2.2. Use <i>technology</i> efficiently and effectively to manage work priorities and commitments</p> <p>2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to</p>
3. Develop and maintain professional competence	<p>3.1. Assess personal knowledge and skills against <i>competency standards</i> to determine development needs, priorities and plans</p> <p>3.2. Seek feedback from employees, <i>clients and colleagues</i> and use this feedback to identify and</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>develop ways to improve competence</p> <p>3.3. Identify, evaluate, select and use <i>development opportunities</i> suitable to personal learning style/s to develop competence</p> <p>3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships</p> <p>3.5. Identify and develop new skills to achieve and maintain a competitive edge</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - personal development plan
 - personal goal setting
 - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Own responsibilities and accountabilities</i> may include:	<ul style="list-style-type: none"> • expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
<i>Technology</i> may include:	<ul style="list-style-type: none"> • computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
<i>Competency standards</i> may include:	<ul style="list-style-type: none"> • enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
<i>Clients and colleagues</i> may be:	<ul style="list-style-type: none"> • colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
<i>Development opportunities</i> may include:	<ul style="list-style-type: none"> • action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish team performance plan	<p>1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives</p> <p>1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team</p> <p>1.3 Support team members in meeting expected performance</p>

ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	<p>2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team</p> <p>2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities</p> <p>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed</p>
3. Facilitate teamwork	<p>3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes</p> <p>3.2 Support the team in identifying and resolving work performance problems</p> <p>3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders</p>
4. Liaise with stakeholders	<p>4.1 Establish and maintain open communication processes with all stakeholders</p> <p>4.2 Communicate information from line manager/management to the team</p> <p>4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders</p> <p>4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 4.4	<ul style="list-style-type: none"> Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Engages in discussions or provides information using appropriate vocabulary and non-verbal features Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> Understands how own role contributes to broader organisational goals Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> Develops, implements and monitors plans and processes to ensure team effectiveness Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
 - encouraging and fostering shared understanding of purpose, roles and responsibilities
 - identifying and resolving problems
 - providing feedback to encourage, value and reward others
 - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, draft and finalise a basic document.

It applies to individuals who apply a broad range of competencies in various work contexts and may exercise some discretion and judgement to produce a range of workplace documentation.

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

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan document	1.1 Determine audience and purpose for the document 1.2 Determine the format and structure 1.3 Establish key points for inclusion 1.4 Identify organisational requirements 1.5 Establish method of communication 1.6 Establish means of communication

ELEMENT	PERFORMANCE CRITERIA
2 Draft document	2.1 Develop draft document to communicate key points 2.2 Obtain and include any additional information that is required
3 Review document	3.1 Check draft for suitability of tone for audience, purpose, format and communication style 3.2 Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3 Check draft for sequencing and structure 3.4 Check draft to ensure it meets organisational requirements 3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague
4 Write final document	4.1 Make and proofread necessary changes 4.2 Ensure document is sent to intended recipient 4.3 File copy of document in accordance with organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 3.1-3.4, 4.1	<ul style="list-style-type: none"> Recognises and interprets a variety of text to determine and confirm task requirements Proofreads documents checking for grammar, spelling, structure, and suitability of style and format for audience
Writing	2.1, 2.2, 3.1-3.5, 4.1	<ul style="list-style-type: none"> Produces and edits basic documents, according to organisational requirements, for a given audience and purpose
Oral Communication	2.2, 3.5	<ul style="list-style-type: none"> Uses listening and questioning skills to seek additional information or confirmation of task completion
Navigate the world of work	1.4, 3.4, 4.3	<ul style="list-style-type: none"> Understands and complies with organisational policies and procedures

Interact with others	2.2, 3.5	<ul style="list-style-type: none"> Follows accepted communication practices and protocols when seeking information or feedback from others
Get the work done	1.1-1.6, 2.1, 2.2, 3.4, 3.5, 4.1-4.3	<ul style="list-style-type: none"> Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWRT301 Write simple documents	BSBWRT301A Write simple documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and in accordance with organisational policies and procedures for document production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the process for checking basic grammar, spelling and punctuation
- describe different communication methods
- describe how audience, purpose and method of communication influence the tone of a document.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources to assist in document production
- organisational policies and procedures
- examples of documents to review.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWRT301A Write simple documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement to produce a range of basic workplace documentation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan document	1.1.Determine <i>audience</i> and <i>purpose</i> for the document 1.2.Determine <i>format</i> and <i>structure</i> 1.3.Establish key points for inclusion 1.4.Identify <i>organisational requirements</i> 1.5.Establish <i>method of communication</i> 1.6.Establish <i>means of communication</i>
2. Draft document	2.1.Develop draft document to communicate key points 2.2.Obtain and include any required additional information
3. Review document	3.1.Check draft for suitability of tone for audience, purpose, format and communication style 3.2.Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3.Check draft for sequencing and structure 3.4.Check draft to ensure it meets organisational requirements 3.5.Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1.Make and proofread necessary changes 4.2.Ensure document is sent to <i>intended recipient</i> 4.3.File copy of document in accordance with

ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organisational requirements
- problem-solving skills to determine document design and production processes.

Required knowledge

- basic grammar, spelling and punctuation.
- communication protocols
- how audience, purpose and method of communication influence tone
- organisational policies and procedures for document production
- resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.

Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:

- producing a range of documents that accurately convey required basic information
- using formatting suitable for intended audience
- knowledge of organisational policies and procedures for document production.

EVIDENCE GUIDE	
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • examples of documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of draft documents • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of communication protocols • review of final documents.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBITU303A Design and produce text documents • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Audience</i> may include:	<ul style="list-style-type: none"> • internal and external customers • recipient/s who receive a copy for information • primary recipient/s of the communication
<i>Purpose</i> may include:	<ul style="list-style-type: none"> • clarification of issues • communication about meetings or events • information • minutes/outcomes of meetings

RANGE STATEMENT	
	<ul style="list-style-type: none"> • request for information, advice or assistance • statements of fact • straightforward advice
Format may include:	<ul style="list-style-type: none"> • email • forms • letters • memos • minutes of meetings • organisational templates or proformas for letters, memos or reports • tables
Structure may include:	<ul style="list-style-type: none"> • organisation of the material to suit the format (e.g. scannability for on-screen use) • treatment of attachments and hyperlinks • visual signposting of material, including use of headings, lists, keywords and text in boxes
Organisational requirements may include:	<ul style="list-style-type: none"> • house style requirements • identified authorities for signatories for correspondence/communications • protocols, both written and unwritten for the organisation's internal and external communications • requirements for inclusive and non-discriminatory language and for adherence to copyright legislation
Method of communication may include:	<ul style="list-style-type: none"> • inclusive communication • use of active or passive voice • use of the appropriate register or style of language - formal, standard or informal
Means of communication may include:	<ul style="list-style-type: none"> • software packages such as MS Word, Excel, PageMaker, PowerPoint and templates
Intended recipient may include:	<ul style="list-style-type: none"> • audience for document • signatory of the document • supervisor or other staff member who may add to or forward document to another recipient

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Writing
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Co-requisite units

Co-requisite units		

BSBWRT401 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

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

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan documents	1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives

ELEMENT	PERFORMANCE CRITERIA
	1.6 Develop overview of structure and content of documents
2 Draft text	<p>2.1 Review and organise available data, information and knowledge according to proposed structure and content</p> <p>2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives</p> <p>2.3 Include graphics as appropriate</p> <p>2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel</p> <p>2.5 Draft text according to document requirements and genre</p> <p>2.6 Use language appropriate to the audience</p>
3 Prepare final text	<p>3.1 Review draft text to ensure document objectives are achieved and requirements are met</p> <p>3.2 Check grammar, spelling and style for accuracy and punctuation</p> <p>3.3 Ensure draft text is approved by relevant enterprise personnel</p> <p>3.4 Incorporate revisions in final copy</p>
4 Produce document	<p>4.1 Choose basic design elements for documents appropriate to audience and purpose</p> <p>4.2 Use word processing software to apply basic design elements to text</p> <p>4.3 Check documents to ensure all requirements are met</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 4.3	<ul style="list-style-type: none"> • Interprets information to identify requirements and prepares material suitable to target audience and environment • Proofreads texts for accuracy
Writing	1.6, 2.2, 2.3, 2.5,	<ul style="list-style-type: none"> • Creates documents for a specific audience using cohesive and well-structured language to convey

	2.6, 3.2, 3.4, 4.1	<p>detailed and accurate information</p> <ul style="list-style-type: none"> Ensures vocabulary, layout and grammatical arrangement achieves meaning and intent of document
Oral Communication	1.1, 1.4, 2.4, 3.3	<ul style="list-style-type: none"> Obtains information or clarifies requirements by asking questions and listening
Navigate the world of work	1.4, 4.3	<ul style="list-style-type: none"> Adheres to organisational policies and procedures related to document production
Interact with others	1.1, 1.4, 1.5, 2.4, 3.3	<ul style="list-style-type: none"> Follows accepted communication practices and protocols when seeking advice about documents from colleagues, supervisors and managers
Get the work done	1.1-1.6, 2.1-2.5, 3.3, 4.1-4.2	<ul style="list-style-type: none"> Plans, organises and implements tasks required to produce documents Makes decisions based on standard procedures, using more formal decision making processes where required Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWRT401 Write complex documents	BSBWRT401A Write complex documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWRT401 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise complex documents that require review and analysis of a range of information sources
- use business technology to apply formatting, and incorporate graphics
- edit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draft
- apply the enterprise style guide/house style.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the enterprise style guide/house style
- outline formatting styles and their impact on formatting, readability and appearance of documents
- explain rules and conventions for written English, as defined by general and specialist sources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the <i>purposes</i> of documents 1.2. Choose <i>appropriate formats</i> for documents 1.3. Establish <i>means of communication</i> 1.4. Determine <i>requirements of documents</i> 1.5. Determine <i>categories and logical sequences of data, information and knowledge</i> to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from <i>relevant enterprise personnel</i> 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience

ELEMENT	PERFORMANCE CRITERIA
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by <i>relevant</i> enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic <i>design elements</i> for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBITU401A Design and develop complex text documents.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Purposes of documents</i> may include:</p>	<ul style="list-style-type: none"> • conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
<p><i>Appropriate formats</i> for documents may include:</p>	<ul style="list-style-type: none"> • detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
<p><i>Means of communication</i> may include:</p>	<ul style="list-style-type: none"> • software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
<p><i>Requirements of documents</i> may include:</p>	<ul style="list-style-type: none"> • compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

RANGE STATEMENT	
	<p>to explain texts</p> <ul style="list-style-type: none"> • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
<p><i>Categories and logical sequences of data, information and knowledge</i> may include:</p>	<ul style="list-style-type: none"> • arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
<p><i>Relevant enterprise personnel</i> may include:</p>	<ul style="list-style-type: none"> • colleagues/staff in own work area section/team members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
<p><i>Design elements</i> may include:</p>	<ul style="list-style-type: none"> • capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Writing
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Co-requisite units

Co-requisite units		

CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify OHS legislative requirements.	<p>1.1. Applicable <i>OHS legislative requirements</i> relevant to own work, role and responsibilities are identified and explained.</p> <p>1.2. Duty of care requirements are identified.</p> <p>1.3. Own responsibilities to comply with <i>safe work practices</i> are identified and explained.</p>
2. Identify construction hazards and control measures.	<p>2.1. Basic principles of risk management are identified.</p> <p>2.2. <i>Common construction hazards</i> are identified and discussed.</p> <p>2.3. <i>Measures for controlling</i> hazards and risks are identified.</p>
3. Identify OHS communication and reporting processes.	<p>3.1. OHS communication processes, information and documentation are identified and discussed.</p> <p>3.2. Role of <i>designated OHS personnel</i> is identified and explained.</p>

ELEMENT	PERFORMANCE CRITERIA
4. Identify OHS incident response procedures.	<p>3.3. <i>Safety signs and symbols</i> are identified and explained.</p> <p>3.4. Procedures and <i>relevant authorities</i> for reporting hazards, <i>incidents</i> and injuries are identified.</p> <p>4.1. <i>General procedures</i> for responding to incidents and <i>emergencies</i> are identified and explained.</p> <p>4.2. Procedures for accessing first aid are identified.</p> <p>4.3. Requirements for the selection and use of relevant <i>personal protective equipment</i> are identified and demonstrated.</p> <p>4.4. <i>Fire safety equipment</i> is identified and discussed.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - clarify OHS legislative requirements
 - verbally report construction hazards and risks
 - ask effective questions
 - relay information to others
 - discuss OHS issues and information
- comprehension skills to:
 - explain the basic OHS legislative requirements which will be applicable to own work
 - explain the meaning of safety signs and symbols
 - identify common construction hazards
 - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own

REQUIRED SKILLS AND KNOWLEDGE

work, role and responsibilities

- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
 - persons in control of construction work/projects
 - employers and self-employed persons
 - supervisors
 - employees
 - designers
 - inspectors
 - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
 - housekeeping
 - identification of hazards
 - preventing bullying or harassment
 - smoking
 - use of amenities
 - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence must confirm personal awareness of the following:

- applicable OHS legislative and safety requirements for construction work including duty of care
- the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control
- OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries
- general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.

Context of and specific resources for assessment

- Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.
- It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes.
- Where applicable, physical resources should include equipment modified for people with disabilities
- Access must be provided to appropriate assessment support when required.
- Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a

EVIDENCE GUIDE

manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

Method of assessment

Assessment methods may include more than one of the following:

- practical assessment
- oral questioning
- written test
- work-based activities
- simulated project based activity

Range Statement

RANGE STATEMENT

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

OHS legislative requirements relate to:

- Australian standards
- construction industry OHS standards and guidelines
- duty of care
- health and safety representatives, committees and supervisors
- licences, tickets or certificates of competency
- National Code of Practice for Induction Training for Construction Work
- national safety standards
- OHS and welfare Acts and regulations
- safety codes of practice.

Duty of care requirements relate to:

- legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

RANGE STATEMENT

- Safe work practices*** include:
- own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency
 - relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
- Risk*** relates to:
- access to site amenities, such as drinking water and toilets
 - general requirements for safe use of plant and equipment
 - general requirements for use of personal protective equipment and clothing
 - housekeeping to ensure a clean, tidy and safer work area
 - no drugs and alcohol at work
 - preventing bullying and harassment
 - smoking in designated areas
 - storage and removal of debris.
 - likelihood of a hazard causing injury or harm.
- Principles of risk management*** include:
- assessing the risks involved
 - consulting and reporting ensuring the involvement of relevant workers
 - controlling the hazard
 - identifying hazards
 - reviewing to identify change or improvement.
- Hazard*** relates to:
- any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
- Common construction hazards*** include:
- confined spaces
 - electrical safety
 - excavations, including trenches
 - falling objects
 - hazardous substances and dangerous goods
 - HIV and other infectious diseases
 - hot and cold working environments
 - manual handling
 - noise
 - plant and equipment

RANGE STATEMENT

Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:

- traffic and mobile plant
- unplanned collapse
- ultraviolet (UV) radiation
- working at heights.

OHS communication processes include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.
- discussions with OHS representatives
- OHS meetings
- OHS notices, newsletters, bulletins and correspondence
- OHS participative arrangements
- processes for raising OHS issues
- toolbox talks
- workplace consultation relating to OHS issues and changes.

OHS information and documentation includes:

- accident and incident reports
- Acts and regulations
- Australian standards
- codes of practice
- construction documentation and plans
- emergency information contact
- evacuation plans
- guidance notes
- job safety analyses
- labels
- material safety data sheets (MSDS)
- proformas for reporting hazards, incidents and injuries
- reports of near misses and dangerous occurrences
- risk assessments
- safe work method statements
- safety meeting minutes
- site safety inspection reports.
- first aid officers
- OHS committee members

Designated OHS personnel includes:

RANGE STATEMENT

- Safety signs and symbols*** include:
- OHS representatives
 - supervisors.
 - emergency information signs (e.g. exits, equipment and first aid)
 - fire signs (e.g. location of fire alarms and firefighting equipment)
 - hazard signs (e.g. danger and warning)
 - regulatory signs (e.g. prohibition, mandatory and limitation or restriction)
 - safety tags and lockout (e.g. danger tags, out of service tags).
- Relevant authorities*** include:
- emergency services (e.g. police, ambulance, fire brigade and emergency rescue)
 - OHS regulatory authority
 - supervisor.
- Incidents*** include:
- accidents resulting in personal injury or damage to property
 - near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:
 - breathing apparatus malfunctioning to the extent that the user's health is in danger
 - collapse of the floor, wall or ceiling of a building being used as a workplace
 - collapse or failure of an excavation more than 1.5 metres deep (including any shoring)
 - collapse or partial collapse of a building or structure
 - collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment
 - damage to or malfunction of any other major plant
 - electric shock.
 - electrical short circuit, malfunction or explosion
 - uncontrolled explosion, fire or escape of gas, hazardous substance or steam
 - any other unintended or uncontrolled incident or event arising from operations carried on at a

RANGE STATEMENT

- General procedures* for responding to incidents and emergencies include:
- workplace.
 - basic emergency response (keep calm, raise alarm, obtain help)
 - evacuation
 - notification of designated OHS personnel and authorities
 - notification of emergency services (e.g. when and how)
 - referring to site emergency plans and documentation.
- Emergencies* include:
- chemical spill
 - fire
 - injury to personnel
 - structural collapse
 - toxic and/or flammable vapours emission
 - vehicle/mobile plant accident.
- Personal protective equipment* includes:
- aprons
 - arm guards
 - eye protection
 - gloves
 - hard hat
 - hearing protection
 - high visibility retro reflective vests
 - protective, well fitting clothing
 - respiratory protection
 - safety footwear
 - UV protective clothing and sunscreen.
- Fire safety equipment* includes:
- breathing apparatus
 - fire blankets
 - firefighting equipment.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

DEFCHP001 Provide pastoral care

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCH001B Provide pastoral care.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide pastoral care and counsel to members of an organisation as Defence Chaplains. Chaplains are required to be religious leaders immersed in the practices of their accredited faith group and to operate within a spiritual framework. This includes providing pastoral and counselling ministry to personnel, their families and other authorised personnel.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and perform complex tasks in a mainly predictable context.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide pastoral support	1.1 Monitor mental, emotional and spiritual well-being of the organisation's members. 1.2 Provide frameworks for responding to crisis. 1.3 Provide opportunities that enhance spiritual health and wellbeing of the organisation's members. 1.4 Develop guidance on availability of chaplaincy and other pastoral services to the organisation's members. 1.5 Develop pastoral care and welfare programs. 1.6 Identify contact details and leaders within other faith groups within local area. 1.7 Identify avenues to provide support to family members. 1.8 Identify support agencies and provide support to members and families.
2. Administer pastoral care	2.1 Determine the specific pastoral needs of organisation's members through consultation in order to develop pastoral care plan or program. 2.2 Provide pastoral care to organisation's members in their work, home and leisure environments. 2.3 Provide pastoral care to family members including those in crisis. 2.4 Identify pastoral issues and trends.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH001B Provide pastoral care.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP001 Provide pastoral care

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adhering to faith standards, organisational policies and procedures
- selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships
- actively listening
- summarising and clarifying ideas
- using a variety of verbal and non-verbal communication techniques including body language, language style and gesture
- planning
- counselling
- analysing and evaluating information
- supporting members of other faiths groups
- analysing complex personal issues
- creating a pastoral care plan

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role
- world religions together with associated religious beliefs and practices
- principles of pastoral care

- relevant organisational processes and protocols
- relevant support agencies and roles
- code of behaviour
- ethical standards
- confidentiality and privacy requirements
- relevant organisational policy

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFCHP002 Provide ethical and pastoral advice

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCH002C Provide ethical and pastoral advice.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 4 all PC revised • New PC added in Element 2 • PC 2.3 and PC 3.3 revised • PC 3.1 removed

Application

This unit describes the skills required to provide ethical and pastoral advice to members of an organisation. It includes the requirement to identify the issues surrounding the provision of ethical and pastoral advice and the review and improvement of that advice.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the issue(s)	<p>1.1 Observe or receive knowledge of circumstances that require the provision of ethical and pastoral advice.</p> <p>1.2 Identify issues and confirm if necessary through research, including internal and external consultation.</p>
2. Analyse and research the issue(s)	<p>2.1 Analyse circumstances and interpret and define the issue(s).</p> <p>2.2 Conduct research related to the issue(s) and analyse and record findings.</p> <p>2.3 Determine the pastoral and or ethical advice to be provided.</p> <p>2.4 Determine the manner in which the advice will be delivered.</p>
3. Provide ethical and pastoral advice	<p>3.1 Provide ethical and or pastoral advice within specified time, confidentiality constraints and guidelines.</p> <p>3.2 Provide advice after research and consultation.</p>
4. Review ethical and pastoral advice	<p>4.1 Review ethical and or pastoral advice in accordance with standard review procedures on content and delivery.</p> <p>4.2 Determine learnings that may influence future advice.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH002C Provide ethical and pastoral advice.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP002 Provide ethical and pastoral advice

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using ethical decision making techniques
- gathering information from a variety of sources and using a range of media
- analysing complex personal and organisational issues
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context
- exploring issues
- listening actively
- summarising and clarifying ideas
- liaising with a range of people
- retaining professionalism under duress

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role and function
- values of the organisation
- ethical decision making process
- research techniques
- analysis and interpretation processes
- relevant organisational requirements and guidelines

- relevant code of behaviour and professional codes of practice
- ethical standards
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- understanding of Commanders' responsibility of dealing with moral and ethical dilemmas in the military
- nature of ethics and ethical values
- fundamental ethical principles including justice, respect for persons and reasonable care

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFCHP003 Plan the delivery of chaplaincy support

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCH003B Deliver chaplaincy services.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Elements 1 and 2 wording revised • All PC revised in element 2 • PC 3.3 removed

Application

This unit describes the skills required to plan and deliver chaplaincy support within Defence. This includes the requirement to review the delivery of chaplaincy support.

This unit was developed for Defence chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan the delivery of chaplaincy support	1.1 Identify planning requirements for chaplaincy support from organisational processes. 1.2 Identify and apply planning tools and or methodologies. 1.3 Identify, select and obtain all relevant planning factors and other data required. 1.4 Develop, confirm and document plans. 1.5 Test plans for accuracy and relevance and agree on them with appropriate personnel.
2. Conduct chaplaincy services	2.1 Implement and monitor chaplaincy plans and amend them to address changing circumstances. 2.2 Forward information on the delivery of chaplaincy services to appropriate personnel. 2.3 Complete, compile and process chaplaincy reports. 2.4 Provide chaplaincy specific advice during higher level organisational planning.
3. Review the delivery of chaplaincy services	3.1 Develop and implement review procedures incorporating organisational requirements for the chaplaincy service. 3.2 Undertake review against specified criteria. 3.3 Incorporate review outcomes in current and future plans.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH003B Deliver chaplaincy services.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP003 Plan the delivery of chaplaincy support

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- meeting own faith requirements
- providing support for all faiths
- analysing complex personal and organisational issues
- selecting language style suitable to audience and context
- establishing, maintaining and developing relationships
- solving problems
- summarising and clarifying ideas
- measuring performance against established criteria
- developing written plans, advice and reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- world religions and associated religious beliefs and practices
- denominational doctrines, worship and practices
- planning processes
- review processes
- relevant organisational processes, requirements and procedures
- chaplaincy roles
- organisational communication media and conventions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFCHP004 Conduct and facilitate religious observances and activities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCH004B Conduct and facilitate religious observances and activities.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC in element 1 revised • Element 2 revised • PC 2.2 and 2.4 removed • PC 2.5 revised

Application

This unit describes the skills required to conduct services of worship, sacramental and discipleship activities and facilitate faith observances and activities within an organisational structure.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide for chaplain's own faith group	1.1 Provide opportunities to introduce community members to the sacraments, liturgy and discipleship. 1.2 Identify religious leaders of own faith. 1.3 Refer relocated faith community members to other communities. 1.4 Promote and support local faith community activities.
2. Facilitate other faiths religious observances and activities	2.1 Identify religious observances and activities of other faith groups. 2.2 Identify religious leaders of other faith groups. 2.3 Facilitate religious observances and activities. 2.4 Provide support to resource other faith communities.
3. Conduct religious services, activities and celebrations	3.1 Establish religious service, activity or celebration to be conducted. 3.2 Research background information to determine the most appropriate manner of presentation. 3.3 Develop and confirm plans with relevant personnel. 3.4 Conduct services, activities and celebrations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH004B Conduct and facilitate religious observances and activities.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP004 Conduct and facilitate religious observances and activities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting or participating in a Defence religious service that may include a military funeral, ANZAC Day Service, Memorial Service
- meeting own or other faith requirements
- establishing and maintaining cooperative working relationships with appropriate personnel
- receiving and following direction
- following organisational formats for the conduct of observances and for activities
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context
- solving problems
- listening actively
- summarising and clarifying ideas
- preparing written plans, advice, reports and services using appropriate electronic media
- liaising with appropriate personnel throughout the planning process

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices

- relevant organisational requirements including procedures and formats
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- roles and responsibilities of the community/organisation members involved in the planning and conduct of religious observances and activities
- fellowship groups associated with the organisation within local area

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFCHP005 Perform as an effective member of the Chaplains' branch

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCH005B Perform as an effective member of the Chaplains' branch.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 1,2 and 3 • PC 2.1 & 2.2 merged • PC 2.3 removed, 3.2 and 3.4 removed • All PC in element 4 revised

Application

This unit describes the skills required to participate in a base/establishment chaplaincy team and to perform as an Australian Defence Force Chaplain representing a parent religious body. It also covers the requirement of military chaplains to maintain their own personal spirituality and well-being.

This unit was developed for Defence chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate as an effective chaplaincy team member	1.1 Establish and maintain cooperative, working relationships within the chaplaincy team. 1.2 Provide input into the preparation of team administration instruction and resource proposals. 1.3 Establish and maintain communication with other members of the chaplaincy team and coordinating chaplain. 1.4 Implement and adhere to chaplaincy team procedures and practices. 1.5 Negotiate and confirm arrangements for chaplaincy coverage during periods of absence with the coordinating chaplain.
2. Support the Chaplains' Branch	2.1 Establish and maintain cooperative, working relationships with Director General Chaplaincy, Principal Chaplains, Command Chaplains and Service Chaplains. 2.2 Acknowledge and observe policies, procedures and practices adopted by the Chaplains' Branch. 2.3 Represent the interests of Chaplaincy, religious practice and character development.
3. Maintain links with parent religious bodies	3.1 Maintain regular communication with members of parent religious bodies. 3.2 Represent chaplaincy related issues within own religious bodies. 3.3 Manage and maintain ecclesiastical records in accordance with parent religious body requirements.
4. Maintain own personal spirituality and well being	4.1 Develop practices to maintain own personal and spiritual well-being. 4.2 Reflect on personal challenges and own theological beliefs. 4.3 Identify opportunities for obtaining spiritual direction/mentorship/coaching/supervision.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH005B Perform as an effective member of the Chaplains' branch.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP005 Perform as an effective member of the Chaplains' branch

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- taking part in and facilitating interpersonal exchanges with the team
- respecting the beliefs and traditions of others
- encouraging team members
- establishing, maintaining and developing relationships
- using appropriate communication techniques
- listening actively
- clarifying ideas
- reading and understanding organisations policies, procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- branch structure including lines of communication
- faith group lines of communication
- faith group doctrines, worship and practices
- the endorsed model of military chaplaincy
- the operation of the Chaplains' branch, within a service and command structure
- relevant Defence staff and command processes
- teamwork principles and strategies
- composition of teams and roles and responsibilities of team members

- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- techniques for giving and receiving feedback in a constructive manner

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFCHP006 Perform the duties of a chaplain in a deployed environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to perform the duties of a chaplain in a joint combined or coalition deployed environment. The chaplains' role in this environment can be unique due to a change in context and increased complexity. Deployed environment means away from base.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a broad range of contexts that are often unpredictable.

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

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

essential outcomes	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish chaplaincy capability within a deployed environment	1.1 Identify and liaise with the military organisational structures including chain of command. 1.2 Implement joint, combined or coalition doctrine. 1.3 Establish cooperative working relationships with coalition partners and chaplains. 1.4 Identify and advise command about religions and cultures. 1.5 Identify consecrated, sacred or significant religious sites. 1.6 Liaise with religious leaders of local faith groups.
2. Minister in deployed environments	2.1 Identify military and civilian resources to support chaplaincy capability. 2.2 Identify and provide for the spiritual, pastoral and religious needs of members of Australian and coalition forces operating in a deployed environment. 2.3 Conduct religious services. 2.4 Analyse completed activities and recommend improvements. 2.5 Complete, compile and process reports and returns.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCHP006 Perform the duties of a chaplain in a deployed environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- meeting denominational or multi-faith requirements
- presenting abstract and symbolic ideas to groups and individuals
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships
- exploring issues and or problem solving
- summarising and clarifying ideas
- following instructions
- reporting information
- planning events and activities
- liaising with organisations and agencies
- analysing and evaluating information
- retaining professionalism under duress
- assessing Rules of Engagement with regard to their application to a chaplain
- identifying and understanding culture, structures, ranks and terminology of other services, coalition forces, other government and NGOs within the deployed environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role and function
- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices

- principles of chaplaincy care
- relevant organisational processes and protocols
- relevant records maintenance requirements
- relevant support agencies
- code of behaviour
- professional codes of practice
- ethical standards
- command and control structures including NATO staff system
- joint, combined and coalition doctrine
- structure of chaplain's organisations in Coalition partners
- chaplain's role in civil military affairs
- role in intelligence gathering within the AO
- Laws of Armed Conflict with regard to their application to a chaplain
- notification policies and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF CMM001 Maintain security in a Defence communications and information systems environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO401C Maintain security in a Defence communications and information system environment.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain personnel, physical, communications and information systems security within the Defence communications and information systems workplace.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision within specific communications environments. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of sometimes unpredictable contexts.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain physical security	1.1 Maintain physical security to ensure the safeguarding of official matters. 1.2 Report breaches of physical security to appropriate personnel.
2. Maintain communications security	2.1 Protect classified and sensitive material as it is passed over communications paths. 2.2 Handle classified and cryptographic material. 2.3 Document and report security violations.
3. Maintain information system security	3.1 Protect information systems media, assets and data. 3.2 Record and report breaches of security.
4. Maintain personnel security	4.1 Apply personnel security principles to protect against the threat of subversion, sabotage and espionage. 4.2 Record and report breaches of security.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEF401C Maintain security in a Defence communications and information system environment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM001 Maintain security in a Defence communications and information systems environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Package.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying circuit procedures
- handling classified/COMSEC material
- opening/closing combination/cipher locks
- performing routine/field/emergency destruction procedures
- performing publication amendments
- maintaining physical security:
 - handle classified and sensitive material
 - control access to secure areas
 - follow checks and muster procedures
 - maintain logs and registers
 - follow destruction procedures
 - report breaches in accordance with approved guidelines and procedures
- maintaining communications security:
 - handle classified and sensitive material
 - maintain circuit discipline
 - employ electronic protection methods
- maintaining information systems security:
 - follow information systems security practices
 - account for media and assets
 - maintain data integrity
- maintaining personnel security:

- apply 'need to know' principle
- be aware of own responsibilities
-

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- circuit procedures
- combination and cipher lock operation
- cryptographic handling requirements
- information systems security practices
- publication amendment procedures
- reporting and recording procedures
- roles and responsibilities of team members
- routine/field/emergency destruction procedures
- rules pertaining to page by page mustering of publications
- security requirements for classified material
- special handling procedures
- techniques for supporting others

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF CMM002 Transmit and receive messages utilising Defence messaging systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO402C Transmit and receive messages utilising Defence messaging systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 3 revised

Application

This unit describes the skills required to process, transmit and receive messages utilising Defence messaging systems.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision within specific communications environments. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of sometimes unpredictable contexts.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and transmit messages	1.1 Process messages. 1.2 Transmit messages.
2. Receive and distribute messages	2.1 Receive messages. 2.2 Distribute messages.
3. Maintain communication circuits	3.1 Maintain communications circuits and services to facilitate the flow of messages. 3.2 Ensure circuit engineering conforms with organisational procedures and workplace practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO402C Transmit and receive messages utilising Defence messaging systems.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM002 Transmit and receive messages utilising Defence messaging systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- configuring basic circuits
- handling classified material correctly
- identifying basic equipment faults
- operating communications equipment
- processing messages
- preparing communication equipment
- complying with WHS/radiation hazard policy
- complying with emission control policy
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communications procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- composition of teams and roles and responsibilities of team members
- emission theory and control

- information exchange systems terminology and basic operations
- message format
- work health and safety (WHS) practices
- OTAT/OTAR procedures
- radiation hazard(RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures
- task specific equipment configuration/operation
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMM003 Transmit and receive data via information exchange systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO403C Transmit and receive data via information exchange systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 revised • PC 2.1 revised

Application

This unit describes the skills required to transmit and receive data via an information exchange system within Defence communications workplaces.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks within specific communications environments while using discretion and judgement, and taking responsibility for the quality of their outputs.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Transmit and receive data via information exchange systems	1.1 Process information exchange system messages. 1.2 Transmit and receive messages.
2. Maintain communications circuits	2.1 Maintain communications circuits and services to facilitate the flow of data between information exchange systems. 2.2 Ensure circuit engineering conforms with organisational procedures and workplace practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO403C Transmit and receive data via information exchange systems.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM003 Transmit and receive data via information exchange systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- configuring basic circuits
- handling classified material
- identifying basic equipment faults
- processing messages
- ensuring circuit procedures comply with specific workplace requirements
- complying with WHS/radiation hazard policy
- complying with emission control policy
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- composition of teams and roles and responsibilities of team members
- emission theory and control
- information exchange systems terminology and basic operations

- message formats
- work health and safety (WHS) practices
- OTAT/OTAR procedures
- radiation hazard (RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures
- task specific equipment configuration/operation
- techniques for supporting others
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMM004 Conduct operator level maintenance in a Defence environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO405C Conduct operator level maintenance in a Defence environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to conduct operator level maintenance on communications equipment within Defence communications workplaces. This includes the identification and selection of tools and equipment, the application of organisational safety requirements within guidelines of responsibility and full adherence to work health and safety (WHS)/radiation hazard policy.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks in specific communications environments while using discretion and judgement and taking responsibility for the quality of their outputs.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Carry out equipment checks	1.1 Select tools appropriate to the task. 1.2 Check equipment. 1.3 Record status of equipment. 1.4 Report deficiencies or abnormalities to appropriate personnel.
2. Perform operator level maintenance	2.1 Inspect equipment. 2.2 Undertake preventative maintenance. 2.3 Repair or replace equipment. 2.4 Record details of maintenance and report to appropriate personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO405C Conduct operator level maintenance in a Defence environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM004 Conduct operator level maintenance in a Defence environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying faults
- reporting deficiencies or abnormalities
- using cleaning agents and chemicals
- using specific maintenance tools
- visually inspecting equipment
- performing pre operational checks
- cleaning and maintaining equipment within guidelines of responsibility
- complying with WHS/radiation hazard policy
- performing pre/post deployment checks in accordance with specific operating procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cleaning procedures of selected equipment
- composition of teams and roles and responsibilities of team members
- maintenance procedures of selected equipment
- WHS/radiation hazard policies
- parts and components of selected equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMM005 Transmit and receive messages via voice systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO406A Transmit and receive messages via voice.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 revised • PC 1.1 removed

Application

This unit describes the skills required to process, transmit and receive messages via voice systems within Defence communications workplaces.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks within specific communications environments while using discretion and judgement and taking responsibility for the quality of their outputs.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for transmission	1.1 Select and configure equipment appropriate to the task. 1.2 Confirm serviceability of equipment and recognise and report any faults to supervisor. 1.3 Process voice messages.
2. Transmit and receive messages	2.1 Transmit messages via voice communication systems. 2.2 Receive messages via voice communication systems.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO406A Transmit and receive messages via voice.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM005 Transmit and receive messages via voice systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying basic equipment faults
- operating communications equipment
- preparing communications equipment
- processing messages
- observing correct voice procedures
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- emission theory and control
- message formats
- OTAT/OTAR procedures
- radiation hazard (RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures

- task specific equipment configuration/operation
- techniques for supporting others
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEF CMM006 Support the operation of a communications and information system facility

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCO108A Support the operation of a communications and information system facility.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to deploy, operate and maintain communications facilities in an Area of Operations (AO).

This unit was developed for those working in a Defence deployed environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks.

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

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for deployment	1.1 Set up allocated equipment prior to deployment. 1.2 Pack allocated equipment and stores. 1.3 Check unit and personal equipment.
2. Deploy	2.1 Establish facilities in the area of operations. 2.2 Redeploy equipment and/or personnel.
3. Conduct operations	3.1 Conduct daily routine. 3.2 Maintain communications facilities.
4. Maintain operability	4.1 Conduct non-technical inspections and cleaning of equipment. 4.2 Replenish consumable stores. 4.3 Safeguard equipment and stores against damage or loss.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO108A Support the operation of a communications and information system facility.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFCMM006 Support the operation of a communications and information system facility

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating equipment required for specific trade
- using trade specific skills including: cable and line laying, siting and constructing antenna systems
- maintaining communications facilities for the duration of an operation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- deployment drills
- relevant communications equipment
- personal and area defence applicable to the AO
- resupply (i.e. operations and maintenance demands)
- trade specific areas/issues

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL001 Develop an evaluation program

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEV501 Develop an evaluation program.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC revised in element 3

Application

This unit describes the skills required to develop an evaluation program for an organisation. It includes defining terms of reference and context; identifying key stages and outcomes; assessing and defining data management requirements and identifying the resources needed to undertake the program.

This unit applies to those responsible for the design and development of an evaluation and reporting strategy to measure performance and the value of investment decisions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Define terms of reference & evaluation context	1.1 Identify and clarify the outcomes sought, who will use the information and for what purpose. 1.2 Identify the key stakeholders who will be consulted. 1.3 Select evaluation and monitoring methods which are suitable to the size and significance of the program, and the terms of reference. 1.4 Complete a review of existing evidence and literature relevant to the proposed evaluation. 1.5 Develop an evaluation methodology that supports broader management targets, standards, and outputs.
2. Identify the key stages and outcomes of the program	2.1 Define key stages, milestones and timeframe. 2.2 Communicate with clients and stakeholders the details of the program and delivery timeline for endorsement. 2.3 Identify potential risks which may impact on the proposed program. 2.4 Refine targets and objectives as required.
3. Define reporting and record keeping requirements for data management	3.1 Identify data collection, management and reporting requirements to meet the objectives of the program. 3.2 Identify existing data sets that may be accessed for the program. 3.3 Design data collection protocols to meet relevant standards and required formats. 3.4 Store data to ensure security and appropriate access taking into account required formats. 3.5 Identify the information products required taking into account clients and stakeholders' needs and use. 3.6 Produce reports to suit program audience types.
4. Identify the resources needed to implement the program	4.1 Identify the personnel and skills required to implement the monitoring and evaluation program. 4.2 Assess the material resources required to undertake the work. 4.3 Determine the cost of the program and develop a budget.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV501 Develop an evaluation program.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL001 Develop an evaluation program

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- scoping and reviewing a program
- collecting and managing data
- budgeting and identifying program costs
- planning evaluation programs
- using literacy skills to fulfil job roles as required by the organisation
- reading and understanding documentation
- completing written reports
- using oral communication skills/language competence to fulfil the job role
- questioning
- active listening
- asking for clarification
- negotiating solutions
- responding to a range of views
- using numeracy skills to estimate, calculate and record complex workplace measures
- using interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- defining terms of reference and context
- identifying key stages and outcomes
- assessing and defining data management requirements
- identifying the resources needed to undertake the program

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- program design considerations (cost, equality, technically valid, ethics)
- quantitative and qualitative methods for monitoring and evaluation
- data management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL002 Evaluate and report collected information

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEV502 Evaluate and report collected information.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 2

Application

This unit describes the skills required to apply diagnostic and mathematical skills to determine validity and appropriateness of collected data.

This unit applies to those working on evaluation programs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine whether data is covered by scope of program	1.1 Collect evidence, facts and information. 1.2 Review evaluation terms of reference and conditions to determine whether data/information falls within project scope.
2. Apply and analyse established data	2.1 Assess validity of data/information. 2.2 Apply analysis techniques to assess data. 2.3 Identify trends and anomalies. 2.4 Document data analysis techniques and procedures. 2.5 Make recommendations on areas of possible improvement.
3. Record data analysis	3.1 Record findings. 3.2 Analyse recommendations for action to ensure they are compatible with the project’s scope and terms of reference. 3.3 Analyse interim and final reports and compare outcomes to the criteria established at the outset. 3.4 Report findings to stakeholders.

Foundation Skills

FOUNDATION SKILLS

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV502 Evaluate and report collected information.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL002 Evaluate and report collected information

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- paying attention to detail
- communicating facts in a fluent, clear manner
- researching information
- gathering, measuring and managing data
- planning and analysing
- negotiating and problem solving
- using a range of communication styles for communicating with different audiences and purposes
- applying sustainability principles

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational protocols relating to client liaison
- confidentiality
- accuracy
- business mathematics and statistics
- data analysis techniques/procedures
- reporting requirements to a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations

- organisational values, ethics and codes of conduct

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL003 Maintain and enhance professional practice

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEV503 Maintain and enhance professional practice.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage personal professional performance and to take responsibility for professional development in relation to the provision of evaluation services.

This unit applies to those working in an evaluation environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans. 1.2 Model professional techniques and strategies. 1.3 Apply ethical and inclusive practices in professional practice.
2. Determine personal development needs	2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities. 2.2 Seek input from other relevant personnel about own development needs and priorities. 2.3 Identify ways to update and maintain currency of evaluation practices and prepare a vocational training plan. 2.4 Combine vocational training plan and personal development objectives into an overall professional development plan.
3. Participate in professional development activities	3.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice. 3.2 Participate in professional networks to support continuous learning and maintain currency of professional practice. 3.3 Engage in processes which include observing peers and providing them with feedback. 3.4 Invite peers and others to observe and provide feedback on own practices. 3.5 Use technology to maintain regular communication with relevant networks, organisations and individuals.
4. Reflect on and evaluate professional practice	4.1 Research developments and trends impacting on professional practice and integrate information into work performance. 4.2 Use feedback from colleagues and clients to identify and introduce improvements in work performance. 4.3 Document professional development activities, learning and planned changes in behaviours.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV503 Maintain and enhance professional practice.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL003 Maintain and enhance professional practice

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- participating in professional networks
- consulting with colleagues and clients
- demonstrating interpersonal skills
- engaging with peers professionally to give and receive feedback
- making informed decisions and recommendations
- completing and maintaining records related to professional development
- evaluating personal work practices to improve performance or understanding
- keeping up with trends, changes and developments in own area of speciality
- analysing and identifying opportunities to improve training and assessment practices
- demonstrating time management skills
- contributing to own professional development plan
- networking and using technology to gain information and other support
- participating in professional development activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals and objectives
- organisational processes, procedures and opportunities relating to professional development

- continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the evaluation environment, including:
 - policy changes
 - technological changes
 - cultural changes
 - economic changes
- networks relevant to professional practice
- ethical and inclusive principles and practices associated with assessment of competence
- types and availability of development activities and opportunities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL004 Evaluate a training and assessment system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate an external or internal training and assessment system.

This unit applies to those who have responsibility for evaluating training and assessment strategies of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

<p>1. Plan a system evaluation</p>	<p>1.1 Identify and confirm the purpose and role of the evaluation with client and stakeholders.</p> <p>1.2 Define the system in terms of location, purpose, and personnel.</p> <p>1.3 Identify and prioritise the needs of the stakeholders of the system.</p> <p>1.4 Identify, obtain and develop the necessary evaluation resources.</p> <p>1.5 Validate the evaluation plan with stakeholders including:</p> <ul style="list-style-type: none"> • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • criteria • responsibilities for implementation of the evaluation plans • means of protection of participants • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing <p>1.6 Establish the evidence required for making decisions of system improvement.</p> <p>1.7 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information.</p> <p>1.8 Link cost effective methods utilising an appropriate evaluation model to the purpose of the evaluation.</p>
<p>2. Conduct the evaluation</p>	<p>2.1 Collect evidence in accordance with agreed evaluation procedures.</p> <p>2.2 Identify and record potentially useful information which is not identified in the evaluation plan.</p> <p>2.3 Collate and process data relevant to the evaluation.</p> <p>2.4 Interpret evidence at the individual and aggregate levels and identify strengths and weaknesses of the system.</p>
<p>3. Report on evaluation findings</p>	<p>3.1 Document issues and conclusions arising from the analysis conducted.</p> <p>3.2 Make recommendations to stakeholders on areas of possible improvement.</p> <p>3.3 Discuss preliminary findings with stakeholders.</p> <p>3.4 Prepare a range of reports to meet the differing needs of stakeholders.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL004 Evaluate a training and assessment system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- evaluating information management systems, policies and procedures of an organisation
- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards and values
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- interpreting training program requirements
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- program design considerations (cost, equality, technically valid, ethics)

- quantitative and qualitative methods for monitoring and evaluation
- data management
- Training Packages and accredited courses, and what comprises quality training and assessment services
- how training and/or assessment organisations operate
- terminology relating to quality evaluation processes
- evaluation models/methods
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- vocational education and training systems
- WHS relating to planning and conducting an evaluation
- vocational education regulations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL005 Evaluate a community based program

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate an external or internal community based program.

This unit applies to those who have responsibility for evaluating community based programs of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor	1.1 Monitor program activities to ensure they are delivered in

<p>performance of a community based program</p>	<p>accordance with contract and/or Service Level Agreement. 1.2 Review results of monitoring regularly.</p>
<p>2. Plan an evaluation</p>	<p>2.1 Identify and confirm the purpose and role of the evaluation. 2.2 Identify and prioritise the needs of the stakeholders of the program. 2.3 Identify, obtain and develop the necessary evaluation resources. 2.4 Validate the evaluation plan with stakeholders including:</p> <ul style="list-style-type: none"> • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • criteria • responsibilities for implementation of the evaluation plans • means of protection of participants • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing <p>2.5 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information.</p>
<p>3. Conduct the evaluation</p>	<p>3.1 Collect evidence in accordance with agreed evaluation plan. 3.2 Identify and record potentially useful information which is not identified in the evaluation plan. 3.3 Collate and process data relevant to the evaluation.</p>
<p>4. Report on evaluation findings</p>	<p>4.1 Document issues and conclusions arising from the analysis conducted. 4.2 Make recommendations to stakeholders on areas of possible improvement. 4.3 Discuss preliminary findings with stakeholders. 4.4 Prepare a range of reports to meet the differing needs of stakeholders.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL005 Evaluate a community based program

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards and values
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- interpreting contract requirements
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- access and equity issues of community based population

- quantitative and qualitative methods for monitoring and evaluation
- data management
- what comprises quality community based services
- how community based organisations operate
- terminology relating to quality evaluation processes
- evaluation models/methods
- evidence-based practice
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- WHS relating to planning and conducting an evaluation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEVL006 Evaluate business performance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate the performance of an organisation's business operations.

This unit applies to those who have responsibility for evaluating the business performance of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

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

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan an	1.1 Identify and confirm the purpose of the evaluation with client and

<p>evaluation</p>	<p>stakeholders.</p> <p>1.2 Identify and prioritise the needs of the stakeholders.</p> <p>1.3 Identify, obtain and develop the necessary resources.</p> <p>1.4 Validate the evaluation plan with stakeholders including:</p> <ul style="list-style-type: none"> • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • performance indicators • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing <p>1.5 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information.</p> <p>1.6 Link cost effective methods utilising an appropriate evaluation model to the purpose of the evaluation.</p>
<p>2. Develop performance indicators</p>	<p>2.1 Develop performance indicators that link programs, processes and resource use to organisational strategic objectives and/or environmental factors.</p> <p>2.2 Develop performance indicators using processes that are planned, inclusive and realistic within available time frames and resources.</p>
<p>3. Conduct the evaluation</p>	<p>3.1 Gather and analyse program and organisational data to identify past, current and future performance.</p> <p>3.2 Identify and record potentially useful information which is not identified in the evaluation plan.</p> <p>3.3 Collate and process data relevant to the evaluation.</p> <p>3.4 Research and evaluate variations from targets and divergences from trends to determine margins of error and/or repeating patterns.</p> <p>3.5 Assess trends in performance in terms of organisational short and long term objectives.</p>
<p>4. Identify options for improvement</p>	<p>4.1 Identify factors inhibiting performance.</p> <p>4.2 Review organisational program to include factors that promote performance in line with available resources.</p>
<p>5. Report on evaluation findings</p>	<p>5.1 Document issues and conclusions arising from the analysis conducted.</p> <p>5.2 Make recommendations to stakeholders on areas of possible improvement.</p> <p>5.3 Discuss preliminary findings with stakeholders.</p> <p>5.4 Prepare a range of reports to meet the differing needs of stakeholders.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF Levels essential to performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEVL006 Evaluate business performance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- evaluating information management systems, policies and procedures of an organisation
- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards, missions, values and objectives
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports
- analysing trend
- creating performance indicators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- program design considerations (cost, equality, technically valid, ethics)
- quantitative and qualitative methods for monitoring and evaluation
- data management
- ethical considerations
- organisational structures and lines of management authority
- terminology relating to quality evaluation processes
- evaluation models/methods
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- business and Human Resource models
- WHS relating to planning and conducting an evaluation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO001 Work safely with explosive ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO101D Work safely with explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 2 and 5 merged • PC 1.2 and 3.2 removed

Application

This unit describes the skills required to achieve a safe work environment when working with explosives.

This unit applies to those working in any installation or organisation involved in the storage, distribution, maintenance and use of explosives; this includes but is not limited to research and development establishments, and proof and experimental establishments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and apply safety procedures	1.1 Access and apply safety procedures and instructions. 1.2 Identify, act upon and/or report breaches in site safety. 1.3 Select load handling and shifting method in accordance with identified requirements for particular goods. 1.4 Check handling equipment for conformity with workplace requirements and manufacturer's guidelines. 1.5 Check suitable signage for compliance with workplace procedures.
2. Apply personal safety measures	2.1 Select, fit and don personal protective equipment. 2.2 Establish and maintain safety of immediate working area and equipment. 2.3 Obtain relevant authorisation before specialised and hazardous work is carried out. 2.4 Identify and report incidents and injuries.
3. Apply dangerous goods and hazardous substances requirements	3.1 Recognise individual responsibilities regarding dangerous goods and hazardous substances. 3.2 Identify and recognise dangerous goods and hazardous substances' labels and characteristics. 3.3 Report to supervisor where dangerous goods or hazardous materials do not appear to be appropriately marked. 3.4 Store dangerous goods and hazardous substances in accordance with the relevant compatibility, separation constraints and security requirements. 3.5 Handle dangerous goods and hazardous substances.
4. Apply net explosive quantity and compatibility	4.1 Identify licensing limitations. 4.2 Apply net explosive quantity. 4.3 Apply compatibility.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO101D Work safely with explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO001 Work safely with explosive ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying markings and colour coding of explosives and associated packaging
- identifying UN classification system

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- hazard and incident identification and reporting techniques
- hazardous materials requirements
- manual handling procedures
- organisational safety policies
- organisational safety information sources
- personal protection measures
- safety and advisory signs

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessment needs to be conducted on at least Class 1 dangerous goods.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO002 Respond to fire

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO201C Respond to fire.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 & 3.3 merged • PC 3.4 removed

Application

This unit describes the skills required to carry out initial response to suppress a fire that may occur in an open field, building or storage area; and may be located on land, on board a ship at sea or in harbour, in the air; and may occur in the day or night and under any weather conditions. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures.

This unit applies to those who may be required to provide the initial response to fire. The unit does not cover the competencies needed to become a professional or volunteer firefighter.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a defined range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fire response	1.1 Access, interpret and apply procedures related to a fire emergency. 1.2 Locate and check fire fighting equipment and refer for maintenance/replacement as required.
2. Carry out initial notification and assessment	2.1 Identify and confirm nature and scope of the fire and report to appropriate personnel. 2.2 Assess fire situation and determine appropriate course of action. 2.3 Notify relevant personnel of fire threat. 2.4 Apply emergency evacuation procedures.
3. Extinguish fire	3.1 Select appropriate fire extinguishing apparatus and or agent. 3.2 Ensure fast knock down of fire using extinguisher at the appropriate range and time.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO201C Respond to fire.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO002 Respond to fire

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and interpreting local emergency procedures
- applying evacuation procedures
- identifying emergency alarms and matching with response requirement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- local area emergency procedures
- types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors
- principles of fire

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO003 Establish and maintain the safety and security of explosive warehouses and workshops

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO202D Establish and maintain the safety and security of explosive warehouses and workshops.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• Element 1 & 2 merged• PC 1.2 removed• PC 2.1 & 2.2 merged

Application

This unit describes the skills required to enter and exit an ammunition/explosive ordnance storage area or facility in a remote or home base area. It includes the requirements to ensure that safety standards are applied and that security is maintained during the conduct of tasks within the facility.

This unit applies to those required to enter, carry out tasks in and exit an ammunition/explosive ordnance storage area or facility in a remote or home base area; and is required to maintain safety and security during entry, operations and exit.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a limited range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and enter safely	1.1 Identify, and confirm requirement to enter an explosive ordnance storage area/facility. 1.2 Conduct security and safety inspections and tests. 1.3 Open and vent facility and safely enter.
2. Maintain safety during operations and exit of facility	2.1 Identify and calculate net explosive quantity and compatibility and monitor throughout the operation. 2.2 Conduct housekeeping and report maintenance needs. 2.3 Update and maintain records. 2.4 Exit safely and secure facility.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral NA communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO202D Establish and maintain the safety and security of explosive warehouses and workshops.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO003 Establish and maintain the safety and security of explosive warehouses and workshops

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying emergency/safety/security procedures
- adhering to relevant WHS requirements and operational safety procedures
- calculating net explosive quantities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- alarm systems
- basic static electricity
- building signs and symbols
- compatibility requirements
- earthing procedures
- emergency procedures
- fire fighting equipment
- licensing limitations
- personal protection equipment requirements
- security procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO004 Examine and certify free from explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO204C Examine and certify free from explosives.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to examine and certify explosive and non-explosive dangerous goods packaging as being free from explosives (FFE) and arisings for salvage or return. Certification of these items as being FFE is a statutory requirement at different stages in the processing of these items, in particular when being sold or offered to the public for scrap metal. This unit does not cover the competencies required for inerting explosives and associated components.

This unit applies to those required to examine and certify salvage and associated packaging as being FFE.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for certification	1.1 Identify requirement for certification. 1.2 Identify and prepare suitable location to carry out operation. 1.3 Identify, acquire and prepare equipment required for the certification process.
2. Certify as free from explosives	2.1 Conduct examinations. 2.2 Label items confirmed as being FFE. 2.3 Apply emergency and contingency procedures.
3. Carry out post certification procedures	3.1 Prepare packaging, arisings and salvage as being FFE. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral NA communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO204C Examine and certify free from explosives.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO004 Examine and certify free from explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- identifying ammunition and explosive components
- identifying explosive contaminants
- identifying relevant labels and markings

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- equipment used in FFE process
- explosive contaminants
- explosive packaging components and fitments
- operational safety
- relevant labels and markings
- types of ammunition, explosive component parts

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO005 Package explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO301D Package ammunition.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. • PC 1.2, 2.5 and 2.6 removed

Application

This unit describes the skills required to package explosives and explosive components for transportation and storage where packaging includes painting, stencilling, marking, sealing, strapping, vacuum evacuation and labelling. This includes calculating net explosive quantity, applying compatibility constraints, marking the packaging with internationally recognised coding and maintaining a range of documentation.

This unit applies to those required to prepare, package and finalise documentation for explosives and explosive components for the purpose of transportation and storage.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for packaging	1.1 Identify packaging requirements from work requests and instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify, calculate, analyse and apply net explosive quantities and compatibility. 1.4 Monitor and maintain environmental conditions.
2. Pack explosives	2.1 Identify explosives or explosive components and prepare them for packaging. 2.2 Package explosives or explosive components in accordance with technical instructions, technical drawings and organisational procedures. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Prepare and mark packaging.
3. Finalise packaging procedures	3.1 Inspect equipment/tools for serviceability. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO301D Package ammunition.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO005 Package explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying colour coding, markings, stencilling and labels
- applying compatibility/environmental constraints
- applying moisture absorption/sealing procedures
- applying operational safety
- calculating weight, volume and dimensions
- identifying explosives and packaging materials
- using relevant tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- heat and/or vacuum sealing/moisture absorption/packaging procedures
- effects of environmental conditions

Operational knowledge of:

- explosives to be packaged
- colour coding, markings, stencilling and labelling requirements
- documentation requirements
- operation and limitations of packaging tools and equipment

- operational safety
- weight volume and dimension calculations
- work condition class
- unit load construction

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO006 Unpackage explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO302D Unpackage ammunition.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.5 removed • Element 2 one new PC.

Application

This unit describes the skills required to unpackage explosives and explosive components prior to inspection or maintenance. This includes calculating net explosive quantity, applying compatibility constraints, inspecting the packaging and maintaining a range of documentation.

This unit applies to those required to prepare, package and finalise documentation for explosives and explosive components for the purpose of transportation and storage.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for unpackaging	1.1 Identify unpackaging requirements from work requests and instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify, calculate, analyse and apply net explosive quantities and compatibility. 1.4 Monitor and maintain environmental conditions.
2. Unpackage explosives	2.1 Prepare explosives or explosive components for unpackaging. 2.2 Unpackage explosives or explosive components in accordance with technical instructions, technical drawings and organisational procedures. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Store or dispose packaging material. 2.5 Carry out and record relevant calculations.
3. Finalise unpackaging procedures	3.1 Inspect equipment/tools for serviceability. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO302D Unpackage ammunition.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO006 Unpackage explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying antistatic procedures
- applying compatibility/environmental constraints
- applying operational safety
- calculating and maintaining net explosive quantity
- identifying explosives and packaging materials
- identifying colour coding, markings and labels
- interpreting and applying technical instructions and drawings related to packaging of explosives
- using unpackaging tools and equipment
- venting containers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosives to be unpackaged
- antistatic procedures
- appropriate explosive packaging
- colour coding, markings
- compatibility constraints
- effects of environmental conditions

- net explosive quantity calculations
- operational safety
- operations and limitations of unpackaging tools and equipment
- work condition class
- venting procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO007 Monitor explosive ordnance environmental conditions

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO303D Monitor explosive ordnance environmental conditions.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 and 1.5 removed • Element 2 all PC reworded and reordered

Application

This unit describes the skills required to monitor environmental conditions related to explosives prior to sealing packaging. It includes having to identify explosives that need environmental controls, matching this to an appropriate storage facility and maintaining the requisite environmental conditions.

This unit applies to those required to monitor environmental conditions related to explosives.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify environmental control requirements for explosives	1.1 Apply technical specifications to identify environmental control requirements for explosives. 1.2 Select environmental requirements for short-term and long-term storage to match explosive type. 1.3 Identify environmental limits for control from technical specifications.
2. Monitor explosive environmental conditions	2.1 Monitor storage areas for environmental standards and environmental storage requirements. 2.2 Operate and monitor monitoring devices. 2.3 Identify emergency procedures and apply contingency procedures.
3. Identify and rectify problems	3.1 Identify implications of incorrect environmental standards. 3.2 Identify causes related to changes to environmental standards. 3.3 Implement procedures related to problem rectification.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral NA communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO303D Monitor explosive ordnance environmental conditions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO007 Monitor explosive ordnance environmental conditions

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- applying corrective actions
- identifying explosive requiring environmental management
- identifying appropriate environmental controls

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- corrective actions to maintain environmental levels
- effects of environmental conditions
- environmental requirements for relevant explosive
- monitoring processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO008 Conduct explosives inspection

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO501D Conduct explosives inspection.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 3.1 removed • Element 3 one new PC

Application

This unit describes the skills required to conduct an inspection on all types of explosives in order to assess serviceability and to process further action. How the explosives are processed is subject to the outcomes of the inspection. In the case of defective or damaged explosives they may be retained and returned to the manufacturer, maintained or disposed of, or restrictions may be placed on their use.

This unit applies to those required to conduct an inspection on all types of explosives.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify requirement for explosives inspection from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the inspection. 1.3 Identify, acquire, account for, move or pre-position explosives in preparation for inspection. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility.
2. Inspect explosive	2.1 Inspect explosives in a logical set sequence to ensure that defects or damage are not overlooked. 2.2 Identify and record damage or other defects.
3. Carry out post inspection procedures	3.1 Make a serviceability recommendation for inspected explosives. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO501D Conduct explosives inspection.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO008 Conduct explosives inspection

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using relevant tools and equipment
- working safely within an explosive environment
- complying with:
 - organisational safety requirements
 - appropriate legislative and regulatory requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- operation of explosives
- explosive licence limits

Operational knowledge of:

- markings and labelling requirements of explosives
- characteristics and limitations of explosive to be inspected
- inspection procedures
- organisational documentation requirements
- organisational safety policies and structures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO009 Conduct broken seal inspection

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO522A Conduct broken seal inspection.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 2 reworded • PC 1.2 and 2.3 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct a visual inspection of packaged explosives during any handling task, to identify packaging with broken seals and to process packaging and its contents for further action. Immediate processing of the packaged explosives is subject to the outcomes of the inspection.

This unit applies to those required to conduct a visual inspection of packaged explosive.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for packaging inspection	1.1 Identify requirement for inspection from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify and prepare suitable location to carry out receipt of packaged explosive. 1.4 Identify, calculate and apply net explosive quantities and compatibility. 1.5 Monitor environmental conditions. 1.6 Liaise with personnel involved in operation.
2. Sort packaging	2.1 Conduct inspection of the explosives packaging during the handling operation. 2.2 Segregate packaging based on outcome of inspection and compatibility requirements. 2.3 Handle broken seal packaging that has not been inspected as if it contains explosives. 2.4 Interpret emergency procedures and apply contingency plans.
3. Inspect contents of broken seal packaging	3.1 Inspect external surfaces of packaging for signs of damage. 3.2 Segregate and process packaging found to be damaged. 3.3 Open broken seal packaging to identify the contents. 3.4 Segregate further and process packaging that contains items which are or purport to be damaged.
4. Finalise inspection procedures	4.1 Seal and label packaging. 4.2 Ensure serviceability of equipment/tools. 4.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO522A Conduct broken seal inspection.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO009 Conduct broken seal inspection

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying inspection procedures
- identifying damaged ammunition, explosives, non-explosive dangerous goods, or associated components
- identifying faults in explosive packaging, in markings and labels
- maintaining documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- application of inspection procedures
- characteristics and limitations of packaging to be handled
- organisational documentation requirements
- functioning of explosives

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO010 Conduct explosives packaging inspection

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO503C Conduct explosives packaging inspection.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded • Element 1 one new PC

Application

This unit describes the skills required to conduct an inspection of explosives packaging and to process the packaging for further action that may be required. Processing the packaging is subject to the outcomes of the inspection and may result in damaged or defective packaging being rejected, disposed of, returned to the manufacturer or sent for maintenance.

This unit applies to those required to conduct an inspection of explosive packaging and to process the packaging for further action that may be required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify requirement for explosives packaging inspection from work requests and or instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the inspection. 1.3 Identify, acquire, account for, move or pre-position packaging in preparation for inspection. 1.4 Interpret emergency procedures and apply contingency plans.
2. Inspect explosive packaging	2.1 Inspect packaging in a logical set sequence to ensure that defects or damage are not overlooked, in accordance with technical specifications. 2.2 Identify and record damage or other defects.
3. Carry out post inspection procedures	3.1 Return explosive packaging to storage or transport condition. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO503C Conduct explosives packaging inspection.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO010 Conduct explosives packaging inspection

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying packaging construction and configuration
- identifying faults with labelling and marking

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- legislative and regulatory requirements

Operational knowledge of:

- characteristics and limitations of packaging to be inspected
- inspection procedures
- organisational documentation requirements
- organisational safety requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO011 Refurbish explosives packaging

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO521A Refurbish explosives packaging.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.2 and 3.1 reworded

Application

This unit describes the skills required to refurbish explosives packaging. The unit requires the individual to inspect the packaging to determine whether it can be refurbished, refurbish the packaging and maintain a range of documentation.

This unit applies to those required to prepare for and refurbish explosives packaging following deterioration or damage of the packaging through handling.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for refurbishment	1.1 Identify requirement for refurbishing of packaging from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment and consumables required for maintenance. 1.3 Inspect explosives packaging to confirm that it is free from explosives.
2. Refurbish explosive packaging	2.1 Inspect explosives packaging to ensure it is capable of being refurbished. 2.2 Return explosives packaging to serviceable state.
3. Finalise reconditioning procedures	3.1 Return explosives packaging to storage or transport condition. 3.2 Conduct housekeeping procedures. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO521A Refurbish explosives packaging.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO011 Refurbish explosives packaging

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying protective coatings
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances
- identifying packaging materials and components
- operating equipment and tools

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive packaging
- organisational documentation requirements
- refurbishment procedures
- relevant colour coding

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO012 Conduct electrical/electronic circuitry tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO508D Conduct electrical/electronic circuitry tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed, • PC 3.1 reworded

Application

This unit describes the skills required to set up and conduct simple electrical/electronic circuitry tests on explosive ordnance or component parts. These tests are required to be conducted on a wide range of explosive ordnance during maintenance procedures.

This unit applies to those required to set up and conduct simple electrical/electronic circuitry tests on explosive ordnance or component parts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare electrical/electronic circuitry for testing	1.1 Identify testing requirements from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the tests. 1.3 Identify, acquire, prepare, move and position explosive ordnance or component parts in preparation for the task. 1.4 Identify, calculate and assess net explosive quantities and compatibility and apply throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Conduct electrical/electronic circuitry tests	2.1 Conduct required tests. 2.2 Record and maintain test results. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise post test procedures	3.1 Return explosive ordnance to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO508D Conduct electrical/electronic circuitry tests.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO012 Conduct electrical/electronic circuitry tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- operating testing equipment
- using PPE
- demonstrating manual handling techniques and team lifting techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- electrical theory relevant to the tests
- functioning of explosive ordnance
- explosive licence limits

Operational knowledge of:

- characteristics and limitations of testing equipment
- effects of environmental conditions
- operability of test equipment

- operations, characteristics and limitations of other tools and equipment relevant to the testing
- organisational documentation requirements
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO013 Conduct external explosive ordnance maintenance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO502D Conduct external explosive ordnance maintenance.</p> <ul style="list-style-type: none"> • Unit code updated. • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded • Element 2 one new PC

Application

This unit describes the skills required to conduct external maintenance on all types of explosive ordnance. Maintenance is carried out on the explosive ordnance while monitoring the environmental conditions. The unit only applies to the maintenance of explosive ordnance that does not require the removal of any explosive component.

This unit applies to those required to conduct external maintenance on explosive ordnance by the removal of rust and contaminants, cleaning, painting and stencilling standard markings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify requirement for external maintenance from work requests and/or instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment and consumables required for the maintenance. 1.3 Identify, acquire, account for, move or pre-position explosive ordnance in preparation for maintenance. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation.
2. Maintain explosive ordnance	2.1 Conduct external maintenance on explosive ordnance. 2.2 Monitor environmental conditions and maintain, where appropriate. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise maintenance	3.1 Return explosive ordnance to storage or transport condition. 3.2 Conduct housekeeping procedures. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO502D Conduct external explosive ordnance maintenance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO013 Conduct external explosive ordnance maintenance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying anti-static safety requirements
- using PPE
- working safely with dangerous goods
- using tools and equipment
- using manual handling and team lifting techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- explosive ordnance functioning
- explosive licence limits

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be maintained
- environmental constraints
- maintenance procedures
- organisational documentation requirements
- organisational safety requirements

- legislative and regulatory requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO014 Gauge explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO715C Gauge explosives ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to gauge explosives and/or components for inspection, testing, maintenance or to determine serviceability. Gauging requires the ability to work safely within an explosives environment, to calculate and apply net explosive quantity, to assess and apply compatibility and to maintain documentation.

This unit applies to those required to gauge explosives and/or components to confirm compliance with established design parameters and/or other specifications, references or publications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs while performing specific tasks in a broad range of contexts

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for gauging of explosives	1.1 Identify requirement for explosives gauging from work requests/instructions and confirm. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the gauging. 1.3 Acquire, prepare, move and position explosives to be gauged. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Gauge explosives	2.1 Gauge explosives. 2.2 Interpret emergency procedures and apply contingency plans.
3. Finalise the gauging operation	3.1 Maintain equipment/tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO715C Gauge explosives ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO014 Gauge explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- using tools and equipment
- working safely within an explosive ordnance environment
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- ensuring compliance upon completion of gauging task

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be gauged
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required for the gauging of explosive ordnance
- organisational documentation requirements
- organisational safety policies and structures
- organisational safety requirements
- legislative and regulatory requirements

- functioning process of explosive ordnance
- explosive licence limits

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO015 Follow security procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO008 Follow security procedures.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.4, 4.1, 4.4 and 4.5 removed

Application

This unit describes the skills required to follow security procedures in an explosive workplace environment, including but not limited to:

- training areas
- ranges
- operational areas
- warehousing and distribution points
- road, rail, aviation, and maritime transport
- freight forwarding and customs broking areas

It includes checking and maintaining the security of any goods and cargo; ensuring the security of workplace personnel and visitors; identifying and reporting any security threats or situations; and completing all required security records.

This unit was developed for those working within an explosive workplace. While developed by Defence, it is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain security of goods and cargo	1.1 Secure goods and cargo, within specified locations, transport vehicles, vessels or aircraft. 1.2 Check and maintain seals, tamper proof packaging, locks and other security measures on goods or cargo. 1.3 Recognise and report signs of pillaging, theft and interference. 1.4 Recognise signs of suspicious goods and cargo and report to designated personnel. 1.5 Report any breaches of security requirements to designated personnel.
2. Maintain security of workplace personnel and visitors	2.1 Carry out security checks of workplace personnel and visitors where applicable. 2.2 Follow precautions and measures aimed at protecting the security of workplace personnel and visitors. 2.3 Recognise and investigate signs of security threats. 2.4 Recognise signs of suspicious behaviour and report them to designated personnel. 2.5 Report any breaches of security requirements for workplace personnel and visitors to designated personnel.
3. Identify a security threat or situation	3.1 Identify and assess security threat or situation and prioritise response. 3.2 Evaluate implications of the security threat or situation. 3.3 Alert relevant personnel to the security threat or situation.
4. Respond to a	4.1 Handle security threats or incidents in accordance with

security threat or situation	established response plan and within limits of responsibility and duty of care. 4.2 Provide assistance in controlling the site both prior to and following arrival of security and/or emergency services.
5. Maintain security records	5.1 Maintain records of security checks and precautions. 5.2 Complete reports of security incidents or threats.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO008 Follow security procedures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO015 Follow security procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying security procedures within an explosive workplace
- completing organisational security incident reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- organisation security procedures
- identification of possible security threats/incidents

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO021 Breakdown explosive ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO505D Breakdown explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to break down explosive ordnance into its component parts. The breaking down of explosive ordnance is normally conducted as a process of destruction, however it may be used as a means to salvage component parts or to test specific components. Explosive ordnance requiring to be broken down is normally that which cannot be disassembled due to its design or process of manufacture. This unit does not cover the competencies required for inerting explosives and associated components.

This unit applies to those required to break down explosive ordnance into its component parts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for breakdown of explosive ordnance	1.1 Identify requirement for explosive ordnance breakdown from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the breakdown. 1.3 Acquire, prepare, move and position explosive ordnance to be broken down in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Breakdown explosive ordnance	2.1 Breakdown explosive ordnance into its individual components. 2.2 Process components in accordance with the requirements specified in the work request. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise the breakdown operation	3.1 Ensure serviceability of equipment/tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO505D Breakdown explosive ordnance.

Links

- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO021 Breakdown explosive ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- using tools and equipment
- working safely within an explosive ordnance environment
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be broken down
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required for the breaking down of explosive ordnance
- organisational documentation requirements
- organisational safety policies and structures
- organisational safety requirements
- legislative and regulatory requirements

- functioning process of explosive ordnance
- explosive licence limits

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO022 Fuze and defuze explosive ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO506D Fuze and defuze explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 4.1 removed

Application

This unit describes the skills required to remove and replace fuzes in explosive ordnance. Removing and replacing fuzes may be required during arming and de-arming operations, for inspection, testing, maintenance, prior to issue and on return from issue.

This unit applies to those required to remove and replace fuzes in explosive ordnance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fuzing/defuzing operations	1.1 Identify requirement for fuzing or defuzing of explosive ordnance from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the fuzing or defuzing. 1.3 Acquire, prepare, move and position explosive ordnance to be fuzed or defuzed in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Defuze explosive ordnance	2.1 Remove fuze from the ammunition/explosive ordnance. 2.2 Remove fuzing components and inspect the fuze cavity. 2.3 Apply emergency and contingency procedures.
3. Fuze explosive ordnance	3.1 Inspect and gauge fuze cavity. 3.2 Fuze explosive ordnance.
4. Finalise the fuzing/defuzing operation	4.1 Ensure serviceability of equipment/tools. 4.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO506D Fuze and defuze explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO022 Fuze and defuze explosive ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- calculating net explosive quantity
- conducting housekeeping
- applying technical instructions and drawings related to fuzes
- using tools and equipment
- working safely within an explosive ordnance environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- assessment of compatibility
- calculation of net explosive quantity
- characteristics and limitations of fuzes
- effects of environmental conditions
- fuzing and defuzing procedures
- organisational documentation requirements
- organisational safety information sources
- organisational safety policies and structures
- operations, characteristics and limitations of fuzing and defuzing tools and equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO023 Assemble and disassemble explosive components

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO507D Assemble and disassemble explosive components.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to assemble and disassemble various components of explosive ordnance. Assembly and disassembly of explosive components may be required during arming and de-arming operations, for inerting, inspection, testing and maintenance, prior to issue and on return from issue.

This unit applies to those required to assemble and disassemble various components of explosive ordnance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assembly or disassembly	1.1 Identify requirement for assembly or disassembly of explosive components from work requests/instructions and confirm. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the assembly or disassembly. 1.3 Acquire, prepare, move and position components to be assembled or disassembled in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Disassemble components	2.1 Disassemble explosive components. 2.2 Process components in accordance with the requirements specified in the work request. 2.3 Interpret emergency procedures and apply contingency plans.
3. Assemble components	3.1 Inspect, confirm and assemble individual componentry. 3.2 Package and/or prepare assembly in accordance with the requirements specified in the work request.
4. Finalise the operation	4.1 Ensure serviceability of equipment/tools. 4.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO507D Assemble and disassemble explosive components.

Links

- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO023 Assemble and disassemble explosive components

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- working safely within an explosive ordnance environment
- applying technical instructions and drawings related to explosive components
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- conducting housekeeping
- using tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- assembly and disassembly procedures
- assessment of compatibility
- calculation of net explosive quantity
- characteristics and limitations of explosive components
- effects of environmental conditions
- operations, characteristics and limitations of assembling and disassembling tools and equipment

- organisational documentation requirements
- organisational safety information sources
- organisational safety policies and structures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO041 Maintain grenades

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO511D Maintain grenades.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain grenades to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and the application of appropriate legislative and regulatory requirements.

This unit applies to those required to maintain grenades to requirements as specified by Defence of the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of grenades. 1.2 Identify, acquire and confirm grenades to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain grenades	2.1 Inspect grenades. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return grenades to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO511D Maintain grenades.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO041 Maintain grenades

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of grenades
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining grenades

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures
- operational safety

- operations, characteristics and limitations of grenades to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO042 Maintain mortar ammunition

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO512D Maintain mortar ammunition.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain mortar ammunition to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain mortar ammunition to requirements as specified by defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of mortar ammunition. 1.2 Identify, acquire and confirm mortar ammunition to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain mortar ammunition	2.1 Inspect mortar ammunition. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return mortar ammunition to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Examples of ammunition/weapons include:	<ul style="list-style-type: none"> • mortar • gun • mines
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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO512D Maintain mortar ammunition.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO042 Maintain mortar ammunition

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of mortar ammunition
- using PPE
- using manual handling techniques and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining mortar ammunition

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of mortar ammunition to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO043 Maintain actuating devices

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO513D Maintain actuating devices.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain actuating devices to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain actuating devices to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of actuating devices. 1.2 Identify, acquire and confirm actuating devices to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain actuating devices	2.1 Inspect actuating devices. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return actuating devices to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO513D Maintain actuating devices.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO043 Maintain actuating devices

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of actuating devices
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining actuating devices

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of actuating devices to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO044 Maintain pyrotechnics and countermeasures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO514D Maintain pyrotechnics and countermeasures.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain pyrotechnics and countermeasures to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain pyrotechnics and countermeasures to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of pyrotechnics and countermeasures. 1.2 Identify, acquire and confirm pyrotechnics and countermeasures to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain pyrotechnics and countermeasures	2.1 Inspect pyrotechnics and countermeasures. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return pyrotechnics and countermeasures to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO514D Maintain pyrotechnics and countermeasures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO044 Maintain pyrotechnics and countermeasures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of pyrotechnics and countermeasures
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining pyrotechnics and countermeasures

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

- maintenance procedures
- operational safety
- operations, characteristics and limitations of pyrotechnics and countermeasures to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO045 Maintain guided weapons

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO515D Maintain guided weapons.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards. • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain guided weapons to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain guided weapons to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of guided weapons. 1.2 Identify, acquire and confirm guided weapons to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain guided weapons	2.1 Inspect guided weapons. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return guided weapons to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO515D Maintain guided weapons.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO045 Maintain guided weapons

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of guided weapons
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining guided weapons

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

- maintenance procedures
- operational safety
- operations, characteristics and limitations of guided weapons to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO046 Maintain free flight rockets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO516D Maintain free flight rockets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain free flight rockets to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain free flight rockets to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of free flight rockets. 1.2 Identify, acquire and confirm free flight rockets to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain free flight rockets	2.1 Inspect free flight rockets. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return free flight rockets to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO516D Maintain free flight rockets.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO046 Maintain free flight rockets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of free flight rockets
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining free flight rockets

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of free flight rockets to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO047 Maintain gun ammunition

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO517D Maintain gun ammunition.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain gun ammunition to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain gun ammunition to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of gun ammunition. 1.2 Identify, acquire and confirm gun ammunition to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain gun ammunition	2.1 Inspect gun ammunition. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return gun ammunition to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO517D Maintain gun ammunition.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO047 Maintain gun ammunition

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of gun ammunition
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining gun ammunition

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of gun ammunition to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO048 Maintain aerial delivered ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO518D Maintain aerial delivered ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain aerial delivered ordnance to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain aerial delivered ordnance to requirements as specified by Defence /original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of aerial delivered ordnance. 1.2 Identify, acquire and confirm aerial delivered ordnance to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain aerial delivered ordnance	2.1 Inspect aerial delivered ordnance. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return aerial delivered ordnance to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO518D Maintain aerial delivered ordnance.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO048 Maintain aerial delivered ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of aerial delivered ordnance
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining aerial delivered ordnance

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of aerial delivered ordnance to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO049 Maintain mines

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO519D Maintain mines.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain mines to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain mines to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of mines. 1.2 Identify, acquire and confirm mines to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain mines	2.1 Inspect mines. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return mines to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO519D Maintain mines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO049 Maintain mines

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of mines
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining mines

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures
- operational safety

- operations, characteristics and limitations of mines to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO050 Maintain demolition stores

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO520D Maintain demolition stores.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain demolition stores to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain demolition stores to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of demolition stores. 1.2 Identify, acquire and confirm demolition stores to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain demolition stores	2.1 Inspect demolition stores. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return demolition stores to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO520D Maintain demolition stores.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO050 Maintain demolition stores

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of demolition stores
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining demolition stores

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of demolition stores to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO051 Maintain aircraft egress systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO717C Maintain aircraft egress systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 3.1 reworded • Element 1 three new PC

Application

This unit describes the skills required to maintain aircraft egress systems to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain aircraft egress systems to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of aircraft egress systems. 1.2 Identify, acquire and confirm aircraft egress systems to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain aircraft egress systems	2.1 Inspect aircraft egress systems. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return aircraft egress systems to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO717C Maintain aircraft egress systems.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO051 Maintain aircraft egress systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of aircraft egress systems
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining aircraft egress systems

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

- operational safety
- operations, characteristics and limitations of aircraft egress systems to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO052 Maintain cartridge operated fire extinguisher systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO718C Maintain cartridge operated fire extinguisher systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 3.1 reworded • Element 1 three new PC

Application

This unit describes the skills required to maintain cartridge operated fire extinguisher systems to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain cartridge operated fire extinguisher systems to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of cartridge operated fire extinguisher systems. 1.2 Identify, acquire and confirm cartridge operated fire extinguisher systems to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain cartridge operated fire extinguisher systems	2.1 Inspect cartridge operated fire extinguisher systems. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return cartridge operated fire extinguisher systems to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO718C Maintain cartridge operated fire extinguisher systems.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO052 Maintain cartridge operated fire extinguisher systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of cartridge operated fire extinguisher systems
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining cartridge operated fire extinguisher systems

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

- maintenance procedures
- operational safety
- operations, characteristics and limitations of cartridge operated fire extinguisher systems to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO061 Render explosive ordnance inert

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO719A Render explosive ordnance inert.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.4 removed • PC 3.1 reworded

Application

This unit describes the skills required to render explosive ordnance inert. Rendering explosive ordnance inert is normally undertaken to provide a training display or model but may also be used to allow transportation of specific explosive ordnance required for testing or analysis. It does not cover the authorisation process to render explosive ordnance inert.

This unit applies to personnel who are required to render explosive ordnance inert.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing complex tasks in broad range of contexts

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to render explosive ordnance inert	1.1 Identify requirement for explosive ordnance to be rendered inert from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment. 1.3 Acquire, prepare, move and position explosive ordnance to be rendered inert. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor environmental conditions.
2. Make explosive ordnance inert	2.1 Break down and/or disassemble explosive ordnance into components. 2.2 Process components in accordance with the requirements. 2.3 Reassemble and label inert components in accordance with requirements.
3. Finalise the operation	3.1 Ensure serviceability of equipment and tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO719A Render explosive ordnance inert.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO061 Render explosive ordnance inert

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conduct housekeeping
- using tools and equipment
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances
- breaking down explosive ordnance
- assembling and disassembling explosive components

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be rendered inert
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required to render explosive ordnance inert
- organisational documentation requirements
- procedures for rendering explosive ordnance inert

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO062 Operate a small quantity explosives facility

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO216A Operate a small quantity explosives facility.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2, 2.2 and 2.4 removed • PC 1.3, 2.3 and 2.6 reworded • Element 2 one new PC

Application

This unit describes the skills required to operate a storage facility licensed to contain a small quantity of explosive ordnance. This includes conforming to the facility licence, calculating net explosive quantity, applying compatibility constraints, ensuring package sealing requirements are applied and maintaining a range of documentation.

This unit applies to those required to operate a small quantity explosives facility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm requirements of a small quantity facility	1.1 Identify small quantity facility requirements. 1.2 Manage facility in accordance with explosive limit licences. 1.3 Develop, approve and display storage plans.
2. Operate the facility	2.1 Identify, calculate, confirm and apply net explosive quantities and compatibility throughout the operation. 2.2 Confirm authorised packages, seals and marks comply with organisational requirements. 2.3 Issue and receipt items held in a small quantity facility. 2.4 Display hazard divisions including applicable supplementary fire symbols. 2.5 Interpret emergency procedure specific for the facility and apply contingency plans. 2.6 Monitor explosive license limit during operations using authorised record systems.
3. Maintain facility operating requirements	3.1 Ensure serviceability of equipment and tools. 3.2 Ensure housekeeping procedures are adhered to. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO216A Operate a small quantity explosives facility.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO062 Operate a small quantity explosives facility

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying storage regulations
- conducting calculations relevant to the task
- interpreting and applying explosive limit licences
- inspecting tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- explosive ordnance packaging and inspection requirements
- operational safety
- explosive licence limits
- storage regulations
- work condition class

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO063 Operate a large quantity explosives facility

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO217A Operate a large quantity explosives facility.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2, 1.3 and 2.3 removed • PC 1.4 and 2.5 reworded

Application

This unit describes the skills required to operate a storage facility licensed to contain a large quantity of explosive ordnance. This includes calculating net explosive quantity, applying compatibility constraints, ensuring package sealing requirements are applied and maintaining a range of documentation.

This unit applies to those required to develop and apply storage plans and operate a large quantity explosives facility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm requirements of a large quantity facility	1.1 Identify large quantity facility requirements. 1.2 Manage facility in accordance with explosive limit licences. 1.3 Develop, approve and display storage plans.
2. Operate the facility	2.1 Identify, calculate, confirm and apply net explosive quantities and compatibility throughout the operation. 2.2 Ensure authorised packages, seals and marks comply with organisational requirements. 2.3 Issue and receipt items held in a large quantity facility. 2.4 Display hazard divisions including applicable supplementary fire symbols. 2.5 Interpret emergency procedure specific for the facility and apply contingency plans. 2.6 Monitor explosive license limit during operations using authorised record systems.
3. Maintain facility operating requirements	3.1 Ensure serviceability of equipment and tools. 3.2 Ensure housekeeping procedures are adhered to. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO217A Operate a large quantity explosives facility.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO063 Operate a large quantity explosives facility

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying storage regulations
- conducting calculations relevant to the task
- interpreting and applying explosive limit licences
- inspecting tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- explosive ordnance packaging and inspection requirements
- operational safety
- explosive licence limits
- storage regulations
- work condition class

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO064 Load and unload platforms

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO401D Load and unload platforms.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 removed • PC 1.1 reworded • Elements 2 and 3 merged

Application

This unit describes the skills required to load and unload explosive ordnance to and from sea, land and air military platforms. This includes all military operational sea, land and air systems/equipment where the explosive ordnance is designed to be used by the system/equipment in support of its offensive or defensive characteristics/capabilities.

This unit applies to those required to load and unload explosive ordnance to and from sea, land and air military platforms.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare explosive ordnance for loading/unloading	1.1 Identify explosive ordnance and determine appropriate handling, loading/unloading and storage requirements. 1.2 Identify special to purpose handling/transport equipment and safety/emergency procedures associated with the task. 1.3 Identify additional fittings and aids for loading/unloading and ascertain their availability and serviceability. 1.4 Prepare explosive ordnance for loading/unloading. 1.5 Prepare and position lifting/transfer equipment appropriate for the loading/unloading task.
2. Load/unload platform	2.1 Lift/move/relocate explosive ordnance. 2.2 Position and utilise additional fittings and/or loading aids. 2.3 Fit or remove explosive ordnance from the platform. 2.4 Interpret emergency procedures and apply contingency plans. 2.5 Complete associated documentation and forward to relevant personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO401D Load and unload platforms.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO064 Load and unload platforms

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying serviceability of safety systems
- preparing and inspecting items of explosive ordnance for loading/unloading
- loading/unloading items of explosive ordnance to/from a platform
- securing and documenting the loading/unloading of items of explosive ordnance to/from a platform
- using and applying safety mechanisms including locking mechanisms and dead man brakes
- using special to purpose loading/unloading and handling equipment associated with the explosive ordnance
- ensuring the appropriate preparatory, execution, securing and documentation actions are taken
- inspecting explosive ordnance to confirm serviceability and configuration

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- WHS requirements for the operation including emergency procedures to be implemented
- procedures for loading/unloading a specific item of explosive ordnance to/from a platform
- relevant characteristics and requirements of the explosive ordnance to be loaded/unloaded

- use and application of any special to purpose loading/unloading equipment to be used
- use and capacity of lifting/transfer equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO065 Prepare and arm weapon systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO710D Prepare and arm weapon systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.1 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO710D Prepare and arm weapon systems.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO065 Prepare and arm weapon systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO066 Inspect explosive facilities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO207C Inspect explosive facilities.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4, 2.4 and 3.1 removed • PC 2.1 & 2.2 merged • Element 1 reworded and one new PC

Application

This unit describes the skills required to prepare, conduct and follow up the formal inspection of explosive facilities. Explosive facility inspections apply to all potential explosion sites and are part of the quality and safety control processes.

This unit applies to those required to prepare, conduct and follow up the formal inspection of explosive facilities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify, and confirm explosive facility to be inspected. 1.2 Identify and assemble documentation related to the facility. 1.3 Liaise with relevant personnel. 1.4 Review previous inspection and maintenance history documentation.
2. Conduct inspection	2.1 Confirm adherence to security, safety and licensing requirements applicable to the facility. 2.2 Confirm adherence to maintenance and housekeeping standards.
3. Carry out post inspection procedures	3.1 Identify and report non-compliances. 3.2 Brief relevant personnel on non-compliances. 3.3 Maintain documentation, records and reports related to the inspection.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO207C Inspect explosive facilities.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO066 Inspect explosive facilities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with stakeholders effectively
- identifying problems and non-adherence to policy and standards

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- inspection procedures
- net explosive quantity and compatibility relevant to the facility
- policies and procedures applicable to explosive facilities
- reporting requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO067 License explosive facilities and potential explosive sites

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO212C License explosive ordnance facilities and potential explosive sites.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • Element 1 one new PC • Elements 2 and 3 merged • One new element

Application

This unit describes the skills required to inspect and license explosive ordnance facilities and potential explosion sites and review current licences. Explosive ordnance licensing applies to all potential explosion sites and is part of the quality and safety control processes. It includes inspecting the potential explosive facility, applying formulae to determine the net explosive quantity and compatibility for the facility, and preparing the licensing documentation for approval.

This unit applies to personnel who are required to license explosive ordnance facilities and potential explosion sites, and review current licences.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for licensing	1.1 Identify and confirm explosive ordnance facility to be licensed. 1.2 Identify and assemble documentation related to the facility. 1.3 Liaise with relevant personnel. 1.4 Review previous licensing history documentation.
2. Inspect facility	2.1 Confirm serviceability of the facility. 2.2 Confirm construction standards of the facility. 2.3 Take measurements in accordance with licensing requirements. 2.4 Apply formulae and perform calculations on measurements. 2.5 Compare data to licensing requirements to identify shortfalls.
3. Prepare licence application	3.1 Confirm shortfalls have been rectified. 3.2 Prepare licensing documentation and forward to approving authority. 3.3 Ensure documentation, records and reports related to the facility licence are maintained.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO212C License explosive ordnance facilities and potential explosive sites.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO067 License explosive facilities and potential explosive sites

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating licensing requirements
- communicating with stakeholders effectively
- identifying problems and non-adherence to policy and standards
- undertaking measurements of volume, length, width, perimeter and area

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosive ordnance licensing formulae
- documentation requirements
- inspection procedures
- policies and procedures applicable to licensing

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO068 Establish and operate an explosive field storage site

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO213A Establish and operate an explosive field storage site.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.3 and 1.4 merged • PC 2.3 and 3.1 reworded

Application

This unit describes the skills required to establish and operate an explosive field storage site. It includes establishing the site maintaining all explosive safety and work health and safety (WHS) requirements, operating the site in support of the organisation and maintaining all relevant documentation. It does not cover the planning of the site.

This unit applies to those required to establish and operate an explosive field storage site to support an operational or training deployment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish an explosive field storage site	1.1 Establish explosive field storage site layout in accordance with the authorised plan. 1.2 Identify and apply safety and security requirements.
2. Operate an explosive field storage site	2.1 Issue and receive explosives in accordance with demand. 2.2 Monitor and report consumption rates. 2.3 Identify and report operational requirements. 2.4 Identify, calculate, analyse and apply net explosive quantities and compatibility throughout the operation. 2.5 Apply lifting policies.
3. Maintain documentation	3.1 Action explosives documentation impacting serviceability or operational restrictions. 3.2 Maintain explosives records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO213A Establish and operate an explosive field storage site.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO068 Establish and operate an explosive field storage site

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- implementing emergency, safety and security procedures
- preparing and presenting reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosive lifting policy, instructions and procedures
- licensing requirements for field storage
- quantity distances for field storage
- explosive field storage principles

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO069 Plan loading of dangerous goods

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO214A Plan loading of dangerous goods.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged, and PC reordered and revised • Elements 3 and 4 merged, and all PC reordered and revised

Application

This unit describes the skills required to plan loading of dangerous goods in accordance with relevant regulatory requirements and workplace procedures. It includes assessing the goods/freight to be loaded, planning the transfer and loading operations, and completing all required documentation.

This unit applies to personnel with responsibility for resource coordination and allocation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, usually managing individuals and teams. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of complex contexts utilising strategic and highly specialised knowledge.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan transfer/loading operations	1.1 Coordinate and liaise with stakeholders. 1.2 Identify goods to be transported. 1.3 Assess compatibility of dangerous goods. 1.4 Determine degree of risk for transported dangerous goods. 1.5 Plan segregation and storage requirements for safe transport. 1.6 Develop plans for dangerous goods transfer/loading operations and communicate to relevant personnel. 1.7 Determine marking and placard load requirements. 1.8 Plan and coordinate delivery and pick up operations. 1.9 Identify risks and shortfalls and develop contingency plans. 1.10 Provide team briefings and coordinate resource allocations.
2. Document and review procedures	2.1 Document dangerous goods loading procedures to meet organisational requirements including completion of dangerous goods declarations. 2.2 Assess shipping documentation. 2.3 Check drivers/operators and dangerous goods licenses and insurance requirements in relation to load. 2.4 Record and report variations in load deliveries and pick-ups. 2.5 Evaluate and refine planning processes and procedures in response to operational feedback. 2.6 Manage records and documents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO214A Plan loading of dangerous goods.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO069 Plan loading of dangerous goods

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and solving problems that may arise during the planning of the loading of dangerous goods
- identifying factors in work schedules, time and resource requirements when planning the loading of dangerous goods
- identifying hazards that may exist during the loading/transferring of dangerous goods and hazardous substances and ways of controlling the risks involved
- managing and prioritising work and coordinating self and others in relation to workplace activities
- modifying activities to cater for variations in workplace contexts and environment
- providing customer/client service
- providing leadership to others
- interpreting operational and technical data, instructions and manuals
- suggesting improvements to workplace operations, and negotiating changes
- determining required permits and compliance with relevant regulations/codes of practice
- applying security requirements
- complying with Explosive Licence Limits

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Strategic knowledge of:

- relevant aspects of AEC and ADG code and relevant Australian Standards applicable to dangerous goods and hazardous substances
- application of Explosive Transport Regulations and/or organisational policies and procedures for transportation of dangerous goods
- application of Explosive Licences Limits
- relevant Australian and international standards and associated certification requirements
- permit and licence requirements
- relevant regulations and codes concerning the handling, loading and transport of goods and freight

In-depth knowledge of:

- equipment applications, capacities, configurations, safety hazards and control
- operation of maintenance systems, resources, management and workplace operating systems
- quality and customer service standards, policies and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO070 Conduct technical explosive investigations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO205C Conduct technical explosive ordnance investigations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2, 3.2, 5.1 and 6.2 removed • PC 4.2 & 4.3 merged • PC 5.3 reworded • Elements 1 & 2 merged

Application

This unit describes the skills required to conduct investigations and to prepare options and solutions in matters concerning the performance of explosives and/or their means of delivery. An investigation may be conducted into any explosive process/operation and may be undertaken at all levels within an organisation for both internal and external agencies.

Investigations may be initiated by the Terms of Reference and/or Instruments of Appointment. In the case of an explosive incident, the reporting of the incident is sufficient, with processes and procedures providing the direction for inquiry. Investigations may be either preliminary or technical in nature.

This unit applies to those required to conduct technical investigations and to prepare options and solutions in matters concerning the performance of explosive and/or their means of delivery.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Liaise with customer	1.1 Identify customer requirements. 1.2 Obtain methodology, coordination requirements and necessary authorisation to progress the investigation. 1.3 Determine report requirements in terms of frequency, timing and format to meet customer needs. 1.4 Establish investigation objectives.
2. Select and implement procedures	2.1 Select and apply procedures that incorporate appropriate and feasible methods. 2.2 Implement procedures to enable investigation objectives to be met within budget and time constraints.
3. Examine the evidence	3.1 Identify, collect and preserve evidence as required. 3.2 Consider legislative, statutory, regulatory and organisational requirements in the examination of evidence.
4. Provide and evaluate findings	4.1 Evaluate findings against specified criteria. 4.2 Provide recommendations to reduce risk of reoccurrence.
5. Prepare and present investigation reports	5.1 Prepare investigation reports and present to customer. 5.2 Provide evidence to inquiries/courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO205C Conduct technical explosive ordnance investigations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO070 Conduct technical explosive investigations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting interviews
- conducting research
- liaising with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analytical and evaluation processes
- characteristics, technical capabilities, effects, employment and limitations of explosive / weapons/weapon systems
- investigative methodologies and processes
- maintaining evidence
- research methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO071 Test for the presence of explosive substances

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO716C Test for explosive substances.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.6 removed

Application

This unit describes the skills required to conduct material testing to determine the presence of an explosive substance. It includes the requirements for planning tests, carrying out tests, performing analysis, and recording and reporting test results.

This unit applies to those required to conduct material testing to determine the presence of an explosive substance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for testing	1.1 Identify requirement for substances testing from work requests/instructions. 1.2 Select appropriate testing methods. 1.3 Identify, acquire and prepare technical references, testing tools and equipment. 1.4 Confirm security of the test site.
2. Conduct tests	2.1 Perform tests to identify properties of the substances. 2.2 Compare test results with standards, charts and tables in order to identify unknown materials. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise the testing procedures	3.1 Determine and carry out sentencing action. 3.2 Complete and maintain documentation, records and related reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO716C Test for explosive substances.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO071 Test for the presence of explosive substances

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying analysis techniques and technologies
- applying safety policies and structures
- using testing tools and equipment
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of testing equipment
- explosive chemistry
- organisational documentation requirements
- properties and characteristics of explosives
- properties and characteristics of testing chemicals

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Confidential Content

Confidential - content not available

Confidential Content

Confidential - content not available

DEFEXO082 Apply a knowledge of explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO211D Apply a knowledge of explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • PC 1.3 and 2.2 reworded • PC 2.3 & 2.4 merged • Element 2 reworded

Application

This unit describes the skills required to analyse and apply knowledge of explosives to support a variety of applications including acquisitions, audits, inspections, policy implementation, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse and apply knowledge of explosives. The candidate would often hold technical skills that would need to be contextualised to the explosive environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse explosives information	1.1 Identify and analyse relevant explosives safety, legislative, statutory, regulatory and organisational requirements. 1.2 Determine the relevance and application to the organisation. 1.3 Identify and analyse explosives relevant to specific work process.
2. Apply explosives knowledge to work practice	2.1 Plan processes in accordance with explosives safety, legislative, statutory, regulatory and organisational requirements. 2.2 Assess, review and record effectiveness of work process, and adjust as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO211D Apply a knowledge of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO082 Apply a knowledge of explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing information
- adhering to relevant WHS requirements and operational safety
- solving problems
- developing work plans that incorporate explosives knowledge
- developing workplace documentation including reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- design principles of explosives
- explosives audit and inspections requirements
- inter-operability of explosives
- weapon system and platform integration
- organisational role relevant to explosives
- specific properties of explosives including:
 - chemical properties
 - physical properties
 - material and structural properties

Operational knowledge of:

- application of explosives
- effects of explosives
- explosives maintenance procedures
- explosives storage, handling and transportation requirements
- general properties of explosives
- safety, legislative and statutory requirements relevant to explosives

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO083 Apply explosive ordnance design principles

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO709D Apply explosive ordnance design principles.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • All Elements and PC rewritten with operational outcome of the unit maintained

Application

This unit describes the skills required to apply design principles of explosive ordnance in the conduct of various explosive ordnance operations and processes, such as demolition operations, improvised explosive device disposal operations, trials, technical investigations, platform integration, configuration, maintenance and interoperability.

This unit applies to those required to apply design principles of explosive ordnance in the conduct of various explosive ordnance operations and processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision, performing sophisticated tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research and analyse design principles	<p>1.1 Identify and acquire references relevant to the design principles of explosive ordnance, components and associated weapons systems.</p> <p>1.2 Analyse design principle requirements within research material to develop weapons systems design criteria.</p> <p>1.3 Determine performance characteristics from the analysis of the design criteria and technical data.</p>
2. Apply design criteria	<p>2.1 Determine explosives, explosive components and associated non-explosive components to achieve weapons design solutions.</p> <p>2.2 Design and prove a weapon solution.</p> <p>2.3 Complete documentation associated with the tasks.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO709D Apply explosive ordnance design principles.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO083 Apply explosive ordnance design principles

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information
- applying quantitative and qualitative analysis
- applying research techniques
- determining the characteristics and the performance characteristics of explosive ordnance, components and associated weapons systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis processes and techniques
- characteristics, technical capabilities and limitations of explosive ordnance, components and associated weapons systems
- design principles of explosive ordnance, components and associated weapons systems
- explosions and terminal effects
- explosive chemistry, physics and materials
- weaponneering
- methods of explosive ordnance deployment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO084 Apply knowledge of explosive chemistry

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO001 Apply knowledge of explosive ordnance chemistry.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of the chemistry of explosives. The application of the knowledge of explosive chemistry is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse the chemistry of explosives in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying functional knowledge of the chemistry of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive chemical information	<p>1.1 Identify the purpose of the required analysis, including the relevance of the chemistry of explosives.</p> <p>1.2 Identify and obtain explosives safety, legislative and statutory requirements.</p> <p>1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation.</p> <p>1.4 Formulate outcomes of the analysis and provide recommendations.</p>
2. Implement recommendations specific to explosives	<p>2.1 Establish work being undertaken and apply the relevant recommendations.</p> <p>2.2 Assess, review and record effectiveness of the recommendations.</p> <p>2.3 Adjust recommendations if required and document for future application.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO001 Apply knowledge of explosive ordnance chemistry.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO084 Apply knowledge of explosive chemistry

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive chemistry
- interpreting organisation role relevant to explosive chemistry
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- principles of atomic theory, chemical bonding and organic chemistry
- properties of explosives and explosive compounds
- explosive process
- principles of thermodynamics, including:
 - oxygen balance of explosives
 - products of detonation

- heats of formation
- decomposition mechanisms of explosives, including:
 - atmospheric effects on the rate of degradation of an explosive
 - signs of degradation in explosive fills
- insensitive munitions
- toxicology of explosives

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO085 Apply knowledge of explosive physics

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO002 Apply knowledge of explosive ordnance physics.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of the physics of explosives. The application of the knowledge of explosive physics is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse the physics of explosives in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of the physics of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive physics information	<p>1.1 Identify the purpose of the required analysis, including the relevance of the physics of explosives.</p> <p>1.2 Identify and obtain explosives safety, legislative and statutory requirements.</p> <p>1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation.</p> <p>1.4 Formulate outcomes of the analysis and provide recommendations.</p>
2. Implement recommendations specific to explosive physics	<p>2.1 Establish work being undertaken and apply the relevant recommendations.</p> <p>2.2 Assess, review and record effectiveness of the recommendations.</p> <p>2.3 Adjust recommendations if required and document for future application.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO002 Apply knowledge of explosive ordnance physics.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO085 Apply knowledge of explosive physics

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive physics
- interpreting organisation role relevant to explosive physics
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- electro explosive hazards (EEH) protection
- comparative measures of an explosive, including:
 - compatibility
 - stability
 - sensitivity
 - sensitiveness

- brisance
- power of explosive
- figure of insensitivity
- TNT equivalence
- critical diameter
- velocity of detonation
- heat of explosion
- temperature of explosion
- gas volume
- power index
- rate of burning
- detonation pressure
- generic design principles to the design and selection of a weapon system, including:
 - propulsion systems
 - warheads
 - guidance and seeker systems
 - aerodynamics
 - hydrodynamics
 - ballistics
 - fuze systems
 - gun systems
 - bombs
 - pyrotechnics
 - electronic protection measures
 - platform integration
 - egress systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO086 Apply knowledge of explosive materials

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO003 Apply knowledge of explosive ordnance materials.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of explosives, structures and materials used in the manufacture of explosives, structures and targets. The application of the knowledge of explosive materials is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, targeting, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse explosive materials in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosive materials, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive materials information	1.1 Identify the purpose of the required analysis, including the relevance of the explosive materials involved. 1.2 Identify and obtain explosive safety, legislative and statutory requirements. 1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation. 1.4 Formulate outcomes of the analysis and provide recommendations.
2. Implement recommendations specific to explosive materials	2.1 Establish work being undertaken and apply the relevant recommendations. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO003 Apply knowledge of explosive ordnance materials.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO086 Apply knowledge of explosive materials

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive materials
- interpreting organisation role relevant to explosive materials
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- metallurgy relevant to explosives

Operational knowledge of:

- explosive design and construction principles
- target/structure design and construction principles
- target identification

- principles of a weapon fuzing design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO087 Assess the safety and suitability for service of explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO004 Assess the safety and suitability for service of explosive ordnance.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.1 and 3.1 reworded

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO004 Assess the safety and suitability for service of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO087 Assess the safety and suitability for service of explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO088 Conduct explosive capability analysis

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO005 Conduct explosive ordnance capability analysis.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.1 and 1.2 merged • Element 1 reworded

Application

This unit describes the skills required to undertake a technical analysis to identify the explosive capability to satisfy a requirement. The capability analysis is a process that is undertaken because of requirements identified by the customer. It involves the requirement to analyse the operational outcomes, identify the target characteristics and detail the design specifications for explosive to satisfy the explosive capability required.

This unit applies to those required to analyse an explosive capability requirement then match the requirement to known explosives or identify the capability required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in highly specialised operational contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for analysis	1.1 Identify and apply safety and security requirements. 1.2 Identify and confirm target characteristics. 1.3 Identify and confirm required explosive effects. 1.4 Seek specialist advice when issues are beyond own capability.
2. Analyse the data	2.1 Identify the purpose of the analysis. 2.2 Assemble relevant data to undertake the analysis. 2.3 Conduct research to fill information gaps as required. 2.4 Conduct analysis of data. 2.5 Draw conclusions in accordance with analysis purposes.
3. Develop explosive design solutions	3.1 Develop explosive design requirements in accordance with required effects. 3.2 Consider comparisons between requirements and known explosive characteristics. 3.3 Develop options and determine and document impacts, risks and costs. 3.4 Consult with stakeholders to ensure design meets requirements.
4. Produce requirement documents	4.1 Prepare design solutions. 4.2 Present explosive design solutions and explain recommendations to required stakeholders. 4.3 Finalise and distribute design solutions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO005 Conduct explosive ordnance capability analysis

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO088 Conduct explosive capability analysis

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying explosive design principles
- applying weapons design cycle
- interpreting and applying technical instructions
- identifying and confirming explosive effects
- applying weaponeering

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- theory of explosive design
- weapons design cycle
- explosive chemistry, physics, materials and structures

In-depth knowledge of:

- characteristics and limitations of explosive
- analysis and research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO089 Assess specific explosives as being safe and suitable for transport

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO007 Assess specific explosive ordnance as being safe and suitable for transport.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 4.1 removed • Element 1 reworded • Element 1 all PC reworded and reordered • Elements 2 and 3 merged and all PC reworded and reordered

Application

This unit describes the skills required to assess specific explosive as being safe and suitable for transport. The assessment is a process that is normally undertaken with explosives which are damaged, misfired or of an unknown origin and are required to be transported rather than destroyed or otherwise disposed of. It involves the necessity to identify the transportation requirements, assess the explosive to determine its suitability for transportation and to document the assessment process and outcomes.

This unit applies to those required to assess explosives as being safe and suitable for transport.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in highly specialised operational contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assessment	1.1 Identify and confirm explosives to be transported. 1.2 Identify and apply safety and security requirements.
2. Assess the explosive	2.1 Inspect the explosives. 2.2 Conduct research to fill information gaps. 2.3 Determine the condition of the explosives. 2.4 Conduct a transportation risk assessment. 2.5 Conduct checks and inspections to ensure actions to eliminate or mitigate the hazards are completed. 2.6 Select and confirm transportation requirements.
3. Produce requirement documents	3.1 Produce a report on the transportation of specific explosives. 3.2 Distribute report and communicate decisions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO007 Assess specific explosive ordnance as being safe and suitable for transport.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO089 Assess specific explosives as being safe and suitable for transport

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying explosive design principles
- interpreting and applying technical instructions
- applying operational safety
- analysing data
- identifying and confirming explosive characteristics

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

In-depth knowledge of:

- theory of explosive design
- characteristics and limitations of explosive
- explosive chemistry/physics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO101 Dispose of explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO701C Dispose of explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 2.1 renumbered • Element 1 reworded

Application

This unit describes the skills required to prepare a disposal site and to dispose of explosives by burning, detonation or by functioning on a licensed demolition range under controlled conditions. This unit specifically precludes the destruction of unexploded ordnance that has malfunctioned/failed to function. The disposal of explosives may be undertaken for a variety of reasons such as expired shelf life, defectiveness or surplus to requirement, or if the explosive has been otherwise compromised while being handled during storage, transportation or maintenance.

This unit applies to those required to prepare a disposal site and to dispose of explosives on a licensed demolition range under controlled conditions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and under direct or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for disposal	1.1 Identify requirement for disposal of explosives from work requests/instructions. 1.2 Confirm explosive items to be disposed of and disposal methods to be used. 1.3 Liaise with parties affected by the disposal. 1.4 Complete site and equipment preparation. 1.5 Identify, calculate, and apply net explosive quantities and compatibility throughout the operation. 1.6 Prepare and test explosive disposal initiation.
2. Dispose of explosives	2.1 Dispose of explosives using the identified disposal method. 2.2 Interpret emergency procedures and apply contingency plans. 2.3 Inspect residue to ensure all items have been disposed of.
3. Finalise disposal process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO701C Dispose of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO101 Dispose of explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with operational safety
- conducting risk assessment
- applying range requirements
- calculating and applying time and safety distance
- conducting calculations
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of the explosive to be disposed of
- compatibility, site, documentation, range and environment requirements
- effects of environmental conditions
- operational safety
- risk analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO102 Destroy unexploded ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO702D Destroy unexploded ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 2.1 renumbered • Element 1 one new PC

Application

This unit describes the skills required to destroy unexploded ordnance (UXO) by detonation. Unexploded ordnance includes any authorised explosive ordnance or explosive ordnance that has failed to function as designed while in use on a licensed range. Destruction is normally carried out by explosives in the location of the unexploded ordnance. Explosive ordnance in this competency includes that which has malfunctioned/failed to function following attempted firing or ignition. This unit can apply above and below the high water mark.

This unit applies to those required to prepare for and destroy UXO by detonation and undertake appropriate site/equipment maintenance and/or refurbishment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently under direct or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for destruction	1.1 Identify requirement for the destruction of unexploded ordnance from work requests/instructions. 1.2 Locate item(s) to be destroyed. 1.3 Confirm characteristics of item(s) to be destroyed and destruction method(s). 1.4 Liaise with parties affected by the destruction. 1.5 Complete site and equipment preparation. 1.6 Prepare and test unexploded ordnance and destruction means.
2. Destroy unexploded ordnance	2.1 Destroy unexploded ordnance. 2.2 Interpret emergency procedures and apply contingency plans. 2.3 Inspect residue to ensure all items have been destroyed.
3. Finalise the destruction process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO702D Destroy unexploded ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO102 Destroy unexploded ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with operational safety
- conducting risk assessment
- applying range requirements
- calculating and applying time and safety distance
- conducting calculations
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of the explosive to be disposed of
- compatibility, site, documentation, range and environment requirements
- effects of environmental conditions
- operational safety
- risk analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO103 Dispose of non-explosive dangerous goods

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO203C Dispose of non-explosive dangerous goods.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.1 reworded

Application

This unit describes the skills required to dispose of non-explosive dangerous goods using authorised disposal methods. Where disposal is by destruction or burning, a licensed range is used.

This unit applies to those required to dispose of non-explosive dangerous goods using authorised disposal methods.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for disposal	1.1 Identify requirements for disposal of non-explosive dangerous goods. 1.2 Confirm non-explosive dangerous goods to be disposed of and disposal method. 1.3 Identify and apply documentation and instructions. 1.4 Notify and liaise with stakeholders. 1.5 Complete disposal preparation.
2. Dispose of non-explosive dangerous goods	2.1 Prepare and test disposal equipment. 2.2 Dispose of non-explosive dangerous goods. 2.3 Apply emergency and contingency procedures. 2.4 Inspect residue to ensure all items have been destroyed.
3. Finalise the destruction process	3.1 Maintain and refurbish site and/or equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Disposal methods include:	<ul style="list-style-type: none"> • burning • destruction • functioning • mutilation • neutralisation
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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO203C Dispose of non-explosive dangerous goods.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO103 Dispose of non-explosive dangerous goods

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting site preparation and refurbishment
- disposing of non-explosive dangerous goods using at least two of the methods listed in Range of conditions
- interpreting and applying technical instructions related to the disposal of non-explosive dangerous goods
- adhering to operational safety requirements, including risk analysis

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of non-explosive dangerous goods
- disposal procedures and requirements
- documentation requirements
- operational safety
- site preparation and refurbishment requirements
- relevant testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO104 Operate an in-service remote positioning vehicle

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM314A Operate an in-service remote positioning vehicle.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.1 removed

Application

This unit describes the skills required to plan and prepare for remote positioning vehicle (RPV) operations, operate an RPV and associated components, carry out operator maintenance, and complete related housekeeping activities.

This unit applies to those operating and maintaining a RPV as part of a task.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and under indirect supervision while performing routine tasks in a broad range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for RPV operations	1.1 Identify and confirm requirements to operate an in-service RPV. 1.2 Identify and consider potential risks and hazards related to the operation of the RPV. 1.3 Determine the requirements for an RPV control area location. 1.4 Identify safe routes to and from control area to the task location. 1.5 Apply RPV start up procedures.
2. Operate remote positioning vehicle	2.1 Operate RPV in accordance with operational requirements. 2.2 Operate fixed component tools in accordance with task requirements. 2.3 Monitor control panel warning indicators throughout the task. 2.4 React to faults. 2.5 Apply RPV shut down procedures.
3. Carry out operator maintenance	3.1 Conduct inspections and checks to maintain remote positioning vehicle. 3.2 Conduct operator maintenance. 3.3 Test, adjust or replace fixed component tools.
4. Complete housekeeping activities	4.1 Clean and store RPV. 4.2 Finalise records and documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM314A Operate an in-service remote positioning vehicle.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO104 Operate an in-service remote positioning vehicle

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying workplace instructions and procedures
- displaying sufficient hand and eye coordination to operate an RPV
- identifying potential risks and hazards and ways of controlling the risks and hazards involved
- identifying problems that may occur during the task and action that can be taken to report or resolve the problems
- modifying activities to cater for variations in workplace contexts and environment
- operating radio controlled transmitter/receiver
- operating fibre optic control
- reading and interpreting operational and technical data, instructions and manuals
- testing and identifying remote control faults

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- standard procedures, operational requirements and instructions to operate an RPV
- storage procedures
- remote operational procedures
- fixed component tools technical capability and limitations

- RPV technical capability and limitations
- operational procedures and checks

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO105 Contribute to disposal of explosive ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO706D Participate in the conduct of explosive ordnance disposal operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 3.2 removed • PC 2.3 reworded • Element 4 one new PC

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO706D Participate in the conduct of explosive ordnance disposal operations.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO105 Contribute to disposal of explosive ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO106 Conduct explosive ordnance disposal operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO707C Conduct explosive ordnance disposal operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO707C Conduct explosive ordnance disposal operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO106 Conduct explosive ordnance disposal operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO107 Conduct improvised explosive device disposal operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO708C Conduct improvised explosive device disposal operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO708C Conduct improvised explosive device disposal operations.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO107 Conduct improvised explosive device disposal operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO108 Conduct military demolition operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO711C Conduct military demolition operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 2.7 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO711C Conduct military demolition operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO108 Conduct military demolition operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Confidential Content

Confidential - content not available

Confidential Content

Confidential - content not available

Confidential Content

Confidential - content not available

Confidential Content

Confidential - content not available

DEFEXO111 Conduct underwater explosive demolitions

Modification History

Release	Comments
1	<p>This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO714C Conduct underwater explosive demolitions.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct explosive demolitions in an underwater environment. The unit also covers the conduct of maintenance on the established demolition circuits and includes the requirement to disarm and disassemble the demolition. The individual is also required to handle, transport and protect explosives in an underwater environment.

This unit applies to those required to assemble and disassemble firing circuits, and to fix detonators, primers, firing devices and explosive charges in accordance with the demolition supervising officer's plan in an underwater environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually and as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, conducting routine tasks in a range of complex contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for underwater demolitions	1.1 Analyse work task and worksite data to determine the specific requirements for the explosive demolition. 1.2 Develop a work plan consistent with the dive plan. 1.3 Select, inspect and prepare explosives, associated equipment and protective equipment. 1.4 Secure explosives and associated equipment to/from the dive site. 1.5 Assess access obstructions and other hazards and take action to remove/reduce the risk.
2. Conduct underwater demolition	2.1 Secure explosives and associated equipment on self. 2.2 Establish work-safe area at the demolition site and confirm location of divers prior to commencing demolition task/s. 2.3 Identify and manage hazards relevant to the application of explosives and associated equipment. 2.4 Fix and place demolition charges, lay line, set timing devices, establish firing point and connect and test circuit. 2.5 Confirm location and safety of personnel prior to firing the demolition charge. 2.6 Fire demolition charge.
3. Conduct post-demolition procedures	3.1 Minimise environmental impact from use of explosives and recover waste products. 3.2 Disassemble demolition circuit. 3.3 Recover, de-service and store for re-use explosives and associated equipment, or dispose. 3.4 Record usage of explosives and associated equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO714C Conduct underwater explosive demolitions.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO111 Conduct underwater explosive demolitions

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling explosives
- setting up explosive circuits
- implementing diving safety awareness strategies
- conducting demolition operations
- diving using self-contained underwater breathing apparatus in open water to 30 metres
- operating specialist equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- oceanography

Operational knowledge of:

- environmental effects on explosives
- dive equipment
- dive physics
- explosive charge design

- explosive initiation techniques
- general occupational/diving safety awareness
- land-based explosive demolitions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO112 Detect, record and collect evidence

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO722A Detect, record and collect evidence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed • PC 1.4 and 1.5 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to detect, record and collect physical evidence resulting from an explosive incident. These activities can be conducted under a variety of conditions, including wartime, peacekeeping, training, in support of the civilian community/authority, as part of a joint services and/or coalition operation. The explosive incident may be an act of aggression or an accident.

This unit was developed for personnel who are required to detect, record and collect physical evidence resulting from an explosive incident.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, performing routine tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record physical evidence	1.1 Detect physical evidence using observation techniques and appropriate technological methods. 1.2 Detect latent evidence by physical or chemical means. 1.3 Record evidence prior to examination. 1.4 Document evidence using recording methods within resource limitations.
2. Collect and package physical evidence	2.1 Collect evidence to prevent contamination or loss. 2.2 Collect sufficient samples to allow for further examination/analysis, where possible. 2.3 Collect sufficient samples to represent the natural variation that occurs in the evidence. 2.4 Collect control reference samples where available and appropriate. 2.5 Package and store evidence to maintain custody of evidence and prevent degradation or contamination.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO722A Detect, record and collect evidence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO112 Detect, record and collect evidence

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying resource management
- applying time management
- handling exhibits and preserving continuity of evidence
- making decisions and solving problems in relation to items of evidence
- using specialised evidence recording equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- application and limitations of forensic investigative techniques
- legislative, policy, and quality system requirements for the collection, preservation, continuity and disposal of evidence
- legislative, policy, and quality system context in which forensic examinations are conducted
- role and functions of other forensic discipline specialists in recording, collecting, preserving and continuity of physical evidence

Operational knowledge of:

- legislative, policy, and quality system requirements for search and the seizure of evidence
- legislative, policy and quality system requirements for the security, protection and preservation of the evidence
- range of techniques available for recording, collecting, packaging and preserving evidence
- required documentation for recording and collecting of evidence

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO113 Remove explosive ordnance from damaged aircraft

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO721A Remove explosive ordnance from damaged aircraft.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. Unit title changed to better reflect unit outcomes • PC 2.6 removed

Application

This unit describes the skills required to remove explosive ordnance from damaged aircraft. These removal operations can be conducted under a variety of conditions, including wartime, peacekeeping, in support of the civilian community/authority, as part of a joint services and/or coalition operation and also in training. The damaged aircraft can be friendly, enemy or of unknown origin.

This unit applies to those required to remove explosive ordnance from damaged aircraft.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise others, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for removal operations	1.1 Collect, store and check for presence and serviceability equipment, tools and stores required for removal operations. 1.2 Brief personnel required to participate on their duties and advise of their responsibilities. 1.3 Establish and maintain liaison with other agencies. 1.4 Conduct planning prior to arrival at scene.
2. Conduct render-safe procedures/disposal and removal of explosive ordnance	2.1 Locate and identify explosive ordnance and associated components. 2.2 Identify and prepare equipment, tools and stores required to remove, dispose of/render explosive ordnance safe. 2.3 Advise controlling authority of safety and evacuation requirements. 2.4 Determine and plan method of conducting removal, disposal/render-safe procedure. 2.5 Operate equipment in accordance with current instructions. 2.6 Inspect explosive ordnance and immediate area and declare safe or plan alternate disposal operation.
3. Finalise activities	3.1 Recover, refurbish and secure equipment. 3.2 Conduct post explosive ordnance removal clearance. 3.3 Complete and process explosive ordnance removal reports. 3.4 Provide technical evidence to investigations, inquiries and courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO721A Remove explosive ordnance from damaged aircraft.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO113 Remove explosive ordnance from damaged aircraft

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying consequent mitigation principles
- applying safety template requirements
- applying time management
- calculating and applying time and safety distance
- identifying aircraft types
- identifying explosive ordnance types
- maintaining documentation
- operating specialist explosive ordnance disposal vehicle
- reading, accessing, interpreting and applying technical instructions
- locating and identifying explosive ordnance to be removed
- gathering and securing evidence
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- aircraft systems

- blast/fragmentation/thermal effects and mitigation
- characteristics, technical capabilities and explosive ordnance loads of damaged aircraft
- characteristics, technical capabilities, effects and limitations of explosive ordnance to be removed, disposed of/rendered safe
- characteristics, technical capabilities, effects and limitations of tools and equipment
- documentation requirements
- equipment handling requirements
- initiation procedures
- net explosive quantity estimations
- operational safety
- relevant testing procedures
- removal procedures
- render-safe/disposal methods
- safety distance calculation procedures
- site preparation and refurbishment requirements
- theory of explosive ordnance design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO114 Develop explosive ordnance disposal techniques and render safe procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO900A Develop explosive ordnance disposal techniques and render-safe procedures.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop explosive ordnance disposal (EOD) techniques and render safe procedures (RSPs). The development of EOD techniques and RSPs is a process that would not normally be undertaken except in an operational environment where time was of essence and normal techniques were not feasible or possible. The development of explosive ordnance disposal techniques and RSPs is a process primarily in support of the civilian community/authority but may also be conducted under a variety of conditions, including wartime and peacekeeping.

This unit applies to those required to develop explosive ordnance disposal techniques and RSPs as a consequence of an operational requirement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, conducting complex tasks in a broad range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate, assess and identify explosive device	1.1 Locate explosive device and identify its components. 1.2 Identify and investigate explosive device construction. 1.3 Advise controlling authority of safety and evacuation requirements. 1.4 Confirm area security. 1.5 Establish contact and liaison with other emergency services on arrival and maintain throughout. 1.6 Seek specialist advice in accordance with assessment requirements.
2. Determine RSP/dispose of explosive device	2.1 Determine RSP /disposal method after considering situation. 2.2 Identify and prepare for use equipment, tools and stores required to render safe/dispose of explosive device. 2.3 Conduct RSP in accordance with developed process and recognised safety precautions. 2.4 Operate equipment in accordance with current instructions. 2.5 Inspect device and immediate area and declare them to be safe or plan alternate RSP/disposal operation.
3. Finalise activities	3.1 Document and distribute RSP/disposal method. 3.2 Recover, refurbish and secure equipment. 3.3 Conduct post-explosive device disposal clearance. 3.4 Complete and process explosive device disposal reports. 3.5 Provide technical evidence to inquiries/courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO900A Develop explosive ordnance disposal techniques and render-safe procedures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO114 Develop explosive ordnance disposal techniques and render safe procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying consequent mitigation principles
- applying operational safety
- applying safety template requirements
- applying time management
- calculating and applying time and safety distance and cordons
- developing RSPs/disposal methods
- operating specialist explosive ordnance disposal vehicle
- reading, accessing, interpreting and applying technical instructions
- complying with recognised safety precautions
- performing RSP/disposal in a manner which maximises individual safety and the safety of others
- locating explosive device
- liaising with other agencies
- gathering and securing evidence
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- conducting explosive ordnance disposal operations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- blast/fragmentation/thermal mitigation
- characteristics and limitations of explosive device to be disposed/rendered safe
- characteristics and limitations of specialised disposal/render safe tools, equipment and procedures
- consequent mitigation principles
- documentation requirements
- equipment handling requirements
- net explosive quantity estimations
- operational safety
- relevant testing procedures
- safety distance calculation procedures
- site preparation and refurbishment requirements
- conduct of explosive ordnance disposal operations
- theory of explosive ordnance design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO115 Supervise military explosive task

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO703C Supervise military explosive ordnance task.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 and 2.6 removed • PC 1.2 and 3.1 revised

Application

This unit describes the skills required to supervise a team involved in a military explosive task. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/ authority and also in training. It includes planning the explosive task, applying safety precautions, identifying requirements and resources, and supervising the performance of the task.

This unit was developed for Defence personnel who are required to supervise a team involved in a military explosive task.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify task requirement and allocated resources	1.1 Receive task and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan and prepare for explosive task	2.1 Plan method of performing the task, including contingency arrangements. 2.2 Conduct reconnaissance of the task site. 2.3 Acquire resources required for the task. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings. 2.6 Conduct rehearsals and/or trial runs where practical.
3. Supervise explosive task	3.1 Oversee observance of appropriate operational and WHS requirements/safety precautions. 3.2 Ensure efficiency in performance and mission is achieved. 3.3 Liaise and coordinate with personnel conducting concurrent activities. 3.4 Refer issues that cannot be resolved to the chain of command.
4. Finalise explosive task	4.1 Refurbish task area, tools, materials and equipment. 4.2 Conduct debriefing. 4.3 Complete documentation associated with the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO703C Supervise military explosive ordnance task.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO115 Supervise military explosive task

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- activities in the explosive task to be performed
- characteristics, technical capabilities, effects, employment and limitations of explosives associated with the task
- command and control procedures
- personnel skill requirements for each activity within the task
- reporting requirements and procedures associated with the task
- explosive initiation method
- disposal methods

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO116 Control military explosive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO704C Control military explosive ordnance operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 2.3, 2.7, 3.5 and 4.1 removed • PC 1.2 revised, PC 2.6 and 3.3 reworded • Element 4 two new PC

Application

This unit describes the skills required to control military teams involved in military explosive operations. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/ authority and also in training. This involves planning the explosive task, applying safety precautions, identifying requirements and resources, and controlling the performance of the task.

This unit applies to Defence personnel who are required to control military teams involved in military explosive operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify operational requirement and allocated resources	1.1 Allocate tasks and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan for operation	2.1 Plan method of performing the operation including contingency arrangements. 2.2 Gather information and intelligence and conduct reconnaissance of the site. 2.3 Acquire resources required for the task. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings.
3. Control the operation	3.1 Ensure efficiency of performance and objectives are achieved. 3.2 Liaise and coordinate with personnel conducting concurrent activities. 3.3 Refer issues that cannot be resolved to the chain of command. 3.4 Action reported problems.
4. Conclude processes	4.1 Refurbish task area, tools, materials and equipment. 4.2 Conduct debriefing. 4.3 Complete documentation associated with the task. 4.4 Adjust future operations to reflect any impact of the completed operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO704C Control military explosive ordnance operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO116 Control military explosive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of explosives
- characteristics, technical capabilities, effects, employment and limitations of relevant equipment
- explosive operation to be performed
- material, personnel skills and other requirements for the operations
- operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO117 Manage military explosive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO705C Manage military explosive ordnance operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.1, 1.2, 2.3, 2.8, 3.8 and 4.1 removed • Element 1 all PC reordered • Element 2 reworded • Element 1 two new PC • Element 2 three new PC • Element 4 one new PC

Application

This unit describes the skills required to plan and manage military explosive operations. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/authority and also in training. It involves developing and delivering orders and instructions, identifying the application of legislative requirements, coordinating multiple activities and providing debriefing, reports and appropriate documentation associated with the operations.

This unit applies to those required to plan and manage military explosive operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify operational requirement and feasibility	1.1 Allocate task and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command. 1.5 Assess feasibility of the operations to be undertaken, identifying areas of coordination and impact on others.
2. Plan and prepare for conduct of operations	2.1 Plan method of conducting operations, including contingency arrangements. 2.2 Conduct reconnaissance of the operations site and assemble information and intelligence in support of operations. 2.3 Acquire resources required for the operations. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Adjust plans to accord with resource availability. 2.6 Conduct task briefings. 2.7 Conduct rehearsals and/or trial runs where practical. 2.8 Identify and procure/earmark operational and support materials to conform with operational planning. 2.9 Identify and advise elements to perform explosive operations and raise orders to address the operations. 2.10 Finalise, authorise and issue plans.
3. Manage operations	3.1 Issue orders to participating elements indicating their missions, tasks, resources and constraints/limitations.

	<p>3.2 Manage and monitor operations to ensure efficiency of their conduct and achievement of the mission.</p> <p>3.3 Modify plans to reflect requirements in effort, resources and support.</p> <p>3.4 Coordinate operations, reallocating/adjusting resources to meet operational requirements.</p> <p>3.5 Liaise with superiors, subordinates, supporting organisations and other operations as required, ensuring feedback and performance is addressed.</p> <p>3.6 Action reported problems.</p> <p>3.7 Address requested support requirements.</p>
4. Conclude operations	<p>4.1 Conduct debriefing.</p> <p>4.2 Complete documentation associated with the task.</p> <p>4.3 Adjust future operations to reflect any impact of the completed operations.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO705C Manage military explosive ordnance operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO117 Manage military explosive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of explosives and relevant equipment
- material, personnel skills and other requirements operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO121 Assess explosive firings

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO601D Assess explosive ordnance firings.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 removed

Application

This unit describes the skills required to prepare and fire explosives and to conduct an assessment of the explosive firing in support of explosive assessment without using sophisticated measuring or tracking equipment. Assessment of explosives is a process used to determine whether the explosive is performing within specified tolerances.

This unit applies to Defence personnel who are required to prepare and fire explosives and conduct an assessment of the explosive firing in support of explosive assessment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Identify and clarify requirements for firing of explosives. 1.2 Confirm firing methods. 1.3 Liaise with and notify parties affected by the firing. 1.4 Prepare site/equipment. 1.5 Identify, calculate and monitor net explosive quantities throughout the operation. 1.6 Identify, analyse and apply compatibility throughout the operation. 1.7 Set up test equipment in accordance with instructions.
2. Fire explosive	2.1 Prepare and test explosives and firing mechanisms. 2.2 Conduct firings. 2.3 Inspect residue to ensure all explosives have been fired. 2.4 Take and record measurements in accordance with instructions.
3. Finalise the firing process	3.1 Assess recorded measurements against standards and results and document. 3.2 Maintain and/or refurbish site and equipment. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO601D Assess explosive ordnance firings.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO121 Assess explosive firings

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to ordnance to be assessed
- assessing measured results
- maintaining documentation and records
- identifying firing requirements and constraints
- recording results in accordance with firing instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities and limitations of explosives to be assessed
- measuring and recording processes
- reporting and documentation requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO122 Plan explosive trials

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO602C Plan explosive ordnance trials.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 2.4 removed

Application

This unit describes the skills required to plan trials in the explosive research environment. Explosive trials are normally conducted to select new weapons systems or explosives. Trials are a common component of explosive research and involve a number of personnel both in their planning and implementation.

This unit applies to personnel who are required to prepare, plan and monitor/amend trials in the explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop approach to trials	1.1 Identify and analyse trial requirements and confirm details by follow up consultation. 1.2 Identify, analyse and select trial methodologies. 1.3 Identify, analyse and select trial evaluation procedures. 1.4 Identify, analyse and select task requirements.
2. Plan for trials	2.1 Obtain or confirm information on resource requirements and availability. 2.2 Plan information support systems for the trial in accordance with the identified requirements, including achievable reporting and recording processes. 2.3 Negotiate and resolve coordination issues. 2.4 Produce trial plan including appropriate resource requirements and documentation and forward to relevant parties.
3. Monitor trials	3.1 Monitor trial plan and amend based on changing circumstances. 3.2 Liaise with those conducting the trial.
4. Analyse and report on trial results	4.1 Collect and report data generated by the trial in accordance with the agreed methodology. 4.2 Provide options and recommendations resulting from the trial in a clear and comprehensive format. 4.3 Produce and maintain post-trial reports, statistical reports and other records in accordance with requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO602C Plan explosive ordnance trials.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO122 Plan explosive trials

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating resources
- assessing risks
- communicating clearly and effectively
- coordinating activities
- evaluating information
- writing reports
- identifying and selecting trial methodologies and procedures and trial evaluation procedures where these are not provided
- planning the trial
- analysing trial outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- planning processes
- reporting procedures
- resource allocation procedures
- risk assessment
- trailing methodologies

- explosives use in trials
- initiation systems
- disposal procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO123 Conduct explosive trials

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO603C Conduct explosive ordnance trials.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.4 removed

Application

This unit describes the skills required to conduct trials in an explosive research environment. Explosive trials are normally conducted to select new weapons systems or explosives and are a common component of explosive research. They involve a number of personnel both in their planning and implementation.

This unit applies to those required to prepare and conduct trials in the explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team with supervising responsibilities, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for trials	1.1 Obtain and confirm information on resource requirements and availability. 1.2 Prepare information support systems for the trial, including achievable reporting and recording processes. 1.3 Negotiate and resolve coordination issues with others affected by the trial.
2. Conduct trials	2.1 Identify and liaise with trial planners. 2.2 Implement, monitor and amend trial plan based on changing circumstances. 2.3 Allocate resources to trial tasks in accordance with the plan and resource availability. 2.4 Collect and record data generated by the trial in accordance with the agreed methodology.
3. Report on results of trials	3.1 Report data generated by the trial. 3.2 Provide options and recommendations resulting from the trial in a clear and comprehensive format. 3.3 Produce and maintain post-trial reports, statistical reports and other records in accordance with requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO603C Conduct explosive ordnance trials.

Links

- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO123 Conduct explosive trials

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating resources
- assessing risks
- communicating clearly and effectively
- coordinating activities
- evaluating information
- writing reports
- implementing trial methodologies and procedures
- identifying and coordinating trial resources
- recording trial data
- documenting trial results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- reporting procedures
- resource allocation procedures

- resource requirements
- risk assessment
- trialling methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO124 Perform explosive tests, measurements and analyses

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO604C Perform explosive tests, measurements and analyses.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to conduct explosive material tests and/or experiments in an explosive research environment. It includes planning the tests or analyses, carrying out tests and measurements, performing quantitative and qualitative analysis, documenting and evaluating new procedures, and recording and validating the test results.

This unit applies to those required to conduct explosive material tests and/or experiments in an explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan tests or analyses	1.1 Identify explosive sample and determine test or analysis requirements. 1.2 Select appropriate methods and assemble, set up and calibrate the required testing apparatus. 1.3 Perform routine standardisation procedures prior to the test or analysis and record results.
2. Develop specialised tests or analyses	2.1 Locate, discuss and confirm relevant technical information with other staff. 2.2 Develop experimental design in liaison with other staff. 2.3 Arrange the building or purchase of necessary equipment given project constraints and available skills and materials. 2.4 Trial, document and evaluate new procedures.
3. Perform qualitative analysis	3.1 Perform qualitative tests to observe explosive properties. 3.2 Compare data with standards, charts, tables, and spectra in order to identify known or unknown materials and their properties. 3.3 Perform tests or analyses efficiently and within the timeframe.
4. Perform quantitative analysis	4.1 Perform quantitative tests to measure explosive properties. 4.2 Use available computer technology to control instruments or acquire/translate/convert data to optimise test accuracy. 4.3 Check samples and analyses when non-standard results are obtained. 4.4 Complete tests or analyses within the timeframe.
5. Record and validate results	5.1 Record data using appropriate worksheets and/or information management systems. 5.2 Analyse data for anomalies and 'out of control' conditions and accept or reject. 5.3 Assess data for validity against quantity and compatibility information, known standards and reference materials. 5.4 Modify test procedures, if necessary, under supervision.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO604C Perform explosive tests, measurements and analyses.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO124 Perform explosive tests, measurements and analyses

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information
- using explosive testing processes and techniques
- conducting quantitative and qualitative analysis
- developing new explosive testing processes and techniques
- maintaining documentation and records
- using laboratory and testing equipment
- trialling, documenting and evaluating new procedures
- recording and validating results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- calibration procedures and their basis
- characteristics, technical capabilities and limitations of laboratory and testing equipment
- chemical processes involved in testing
- documentation and records requirements
- properties and characteristics of relevant explosives

- quantitative and qualitative analysis processes and techniques
- validation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO125 Determine the properties of explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO607C Determine the properties of explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.5 removed • Element 4 one new PC

Application

This unit describes the skills required to determine the properties of explosives through the process of measuring and recording during initiation or firing, in a research environment.

This unit applies to those required to determine the properties of explosives independently or may contribute to the determination of the properties of explosives as a member of a collaborative team.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect or direct supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for explosive testing	1.1 Identify and confirm type of explosive and required test or analysis. 1.2 Identify nature and type of effects or properties to be determined. 1.3 Investigate and select appropriate methods of measuring and recording the desired effects or properties. 1.4 Investigate and select appropriate firing or initiation techniques and methods. 1.5 Prepare and review the test plan.
2. Prepare for explosive testing	2.1 Test and validate models, simulation and/or prototypes. 2.2 Incorporate modifications or alterations into the testing processes based on validation results. 2.3 Arrange building or purchase of necessary equipment given project constraints and available skills and materials. 2.4 Develop experimental designs in liaison with other staff. 2.5 Assemble, set up and calibrate apparatus. 2.6 Perform routine standardisation procedures prior to the test, and record results.
3. Perform explosive test	3.1 Test instrumentation required for data collection for functionality. 3.2 Prepare and test explosive initiation or firing mechanisms.
4. Recover equipment and validate results	4.1 Recover measurement and recording equipment and extract required data. 4.2 Analyse data for anomalies and 'out of control' conditions and accept or reject. 4.3 Assess data for validity against required information, known previous test results and/or relevant reference materials. 4.4 Record test procedures and, if necessary, recommend modifications to test procedures. 4.5 Determine properties and or effects from data and measurements collected.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO607C Determine the properties of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO125 Determine the properties of explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to explosives and measuring and recording.
- developing and applying explosive testing processes and techniques
- developing and using computer programs related to testing
- maintaining documentation and records
- handling explosives and explosive ordnance
- planning and preparing for tests
- carrying out tests and measurements
- recording and validating results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis processes and techniques
- characteristics, technical capabilities and limitations of explosives
- characteristics, technical capabilities and limitations of measuring and recording equipment
- physics of explosions

- properties and characteristics of relevant explosives
- validation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO126 Conduct post blast analysis

Modification History

Release	Comments
1	<p>This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO720A Conduct post blast analysis.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 removed • PC 1.2 and 1.3 merged • PC 3.2 reworded

Application

This unit describes the skills required to analyse a blast site following an incident involving explosive ordnance. The individual would examine the site to identify the nature of the blast and provide advice to authorities on the incident. The incident may include accidents or intentional blasts using explosive ordnance or improvised explosive devices.

This unit applies to those required to conduct an analysis of a site following an explosive ordnance incident.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs while performing complex tasks in a broad range of contexts that could be unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for post-blast analysis	1.1 Conduct planning prior to arrival at scene. 1.2 Identify and apply safety and security requirements. 1.3 Identify and prepare for use equipment, tools and stores required for post-blast analysis.
2. Examine blast site	2.1 Establish and maintain liaison with other agencies. 2.2 Examine blast site. 2.3 Document data recording, within resource limitations.
3. Analyse the data and determine incident cause	3.1 Analyse incident data. 3.2 Seek specialist advice in accordance with analysis requirements. 3.3 Draw conclusions from analysis to determine the cause of the incident.
4. Maintain documentation and share information	4.1 Document analysis process. 4.2 Provide information related to the cause of the incident to authorities. 4.3 Provide evidence to inquiries/courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO720A Conduct post blast analysis.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO126 Conduct post blast analysis

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- applying knowledge of explosive ordnance
- applying time management
- conducting appropriate tests
- interpreting test methods/procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data and results, and documentation
- operating specialist explosive ordnance disposal vehicle
- operating test equipment
- reading, accessing, interpreting and applying technical instructions
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- characteristics, technical capabilities, effects and limitations of explosive ordnance
- chemical principles and concepts underpinning explosive ordnance
- physics principles and concepts underpinning explosive ordnance
- documentation requirements
- initiation procedures
- organisation and/or legal traceability requirements
- relevant testing procedures
- security procedures
- theory of explosive ordnance design
- use of instruments for qualitative and/or quantitative analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO127 Predict and confirm explosive effects

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO006 Predict and confirm explosive ordnance effects.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.3, 1.4, 2.1, 2.3 and 3.1 removed • PC 1.1 and 1.2 merged • PC 4.1 and 4.2 merged • PC 3.4 and 3.5 merged and revised • Element 1 reworded and one new PC • Elements 2 and 3 and 4 merged and reworded

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO006 Predict and confirm explosive ordnance effects.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO127 Predict and confirm explosive effects

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO128 Conduct explosive firings

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO605D Conduct explosive ordnance firings.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 removed • PC 1.6 and 1.7 merged

Application

This unit describes the skills required to prepare and fire explosives in support of explosive research and proofing. Firing of explosives is a process used in the research or proofing environment to determine research outcomes. It involves the setting up of scientific measuring and recording instruments, in order to record the results of the firing for scientific analysis.

This unit applies to personnel who are required to prepare and fire explosives in support of explosive research and proofing.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually or as part of a team, under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Identify and clarify requirements for firing of explosives and the tests to be conducted. 1.2 Confirm explosives to be fired and firing methods. 1.3 Liaise with and notify parties affected by the firing. 1.4 Prepare site and equipment. 1.5 Identify, calculate, and apply net explosive quantities and compatibility throughout the operation. 1.6 Set up test equipment.
2. Fire explosive	2.1 Prepare and test explosives and firing mechanisms. 2.2 Conduct firings. 2.3 Inspect residue to ensure all explosives have been fired. 2.4 Take and record measurements.
3. Finalise the firing process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO605D Conduct explosive ordnance firings.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO128 Conduct explosive firings

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to explosives
- applying firing processes
- applying testing protocols and techniques
- conducting measuring and recording processes
- maintaining documentation and records
- identifying firing requirements and constraints
- recording results in accordance with firing instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities and limitations of explosives
- firing processes
- measuring and recording processes
- organisational reporting and documentation requirements
- testing protocols and techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO129 Develop unique explosives

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO606D Develop unique explosives.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • PC 1.6 and 1.7 merged

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO606D Develop unique explosives.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO129 Develop unique explosives

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO141 Prepare firing points

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO800A Prepare proof firing points.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 3.3 removed • Element 1 reworded

Application

This unit describes the skills required to prepare proof, trial and experimental firing points to support proof, experimental and trial testing of munitions and weapon systems. The practitioner is responsible for ensuring the available firing point technologies and equipment best meet the design outcomes of the required test.

This unit was developed for personnel who are firing point specialists working within proof, experimental and trials organisations or original equipment manufacturers, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for proof, trial and experimental firing	1.1 Read and clarify proof, trial and experimental instructions. 1.2 Identify and apply relevant range regulations. 1.3 Identify and resource required stores and equipment and check for calibration, serviceability and safety. 1.4 Liaise with relevant parties. 1.5 Obtain agreement on firing point preparation in consultation with stakeholders.
2. Establish firing point	2.1 Install equipment in accordance with the proof, trial and experimental instruction. 2.2 Monitor installation of data acquisition equipment. 2.3 Check safety traces against the set-up. 2.4 Check functionality of equipment and record identification data, condition and calibration.
3. Monitor firing point equipment	3.1 Monitor performance of equipment. 3.2 Document performance of equipment.
4. Recondition firing point	4.1 Undertake safety checks. 4.2 Confirm and record equipment calibration. 4.3 Record and report equipment condition. 4.4 Recondition firing point.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO800A Prepare proof firing points.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO141 Prepare firing points

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing and presenting simple reports
- preparing and installing the equipment necessary to prepare proof, trial and experimental firing points
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- effect of small arms, other calibre and explosive fire/detonation
- licensing requirements
- organisational guidelines and standards
- proof, trial and experimental tests involving explosive ordnance and weapon systems
- regulatory requirements
- explosive ordnance or weapon systems undergoing testing

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO142 Undertake firings of small arms

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO801A Undertake proof firings of small arms.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to undertake proof, trial and experimental firings of small arms.

This unit was developed for specialists working within proof, trial and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under direct and/or indirect supervision, and would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Carry and handle small arms weapon system. 1.2 Identify, select and handle ammunition. 1.3 Conduct weapons drills. 1.4 Adopt fire positions in accordance with the proof, trial and experimental requirement. 1.5 Prepare and secure static fired weapons. 1.6 Secure ammunition.
2. Fire small arms	2.1 Fire small arms in a person fired or static fired mode. 2.2 Employ weapon sighting systems and associated equipment. 2.3 Identify and engage targets. 2.4 Report incidents.
3. Finalise firing and maintain stores and equipment	3.1 Undertake operator maintenance. 3.2 Identify and report defects. 3.3 Refurbish ranges. 3.4 Complete post-range practice administration. 3.5 Record and report observations on the firing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO801A Undertake proof firings of small arms.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO142 Undertake firings of small arms

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling and operating small arms weapons systems
- operating the range of small arms used in the test/trial to conduct all firearm drills
- identifying ammunition defects (including corrosion, cracks, damaged packing, damaged weapon parts, dented cartridge cases, fluting on cartridge case, incorrect propellants, proud or recessed primer, rust, weeping)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- firing operation and effect of small arms weapon systems
- organisational guidelines and standards
- range safety
- small arms ballistics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment with person fired and one assessment with static fired. These assessments must be conducted with live ammunition.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO143 Undertake firings of other calibre weapons

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO802A Undertake proof firings of other calibre weapons.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • Element 1 one new PC

Application

This unit describes the skills required to undertake proof, trial and experimental firings of other calibre weapons.

This unit was developed for Defence personnel who are specialists working within proof, trial and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a weapon crew under direct and/or indirect supervision, and would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Carry and handle other calibre weapon system. 1.2 Identify, select and handle ammunition. 1.3 Conduct weapons drills. 1.4 Adopt fire positions in accordance with the proof, trial and experimental requirement. 1.5 Prepare and secure static fired weapons. 1.6 Secure ammunition.
2. Fire weapons	2.1 Fire weapons in a person fired or static fired mode. 2.2 Employ weapon sighting systems and associated equipment. 2.3 Identify and engage targets. 2.4 Report incidents.
3. Finalise firing and maintain stores and equipment	3.1 Undertake operator maintenance. 3.2 Identify and report defects. 3.3 Refurbish ranges. 3.4 Complete post-range practice administration. 3.5 Record and report observations on the firing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO802A Undertake proof firings of other calibre weapons.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO143 Undertake firings of other calibre weapons

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling and operating weapons systems
- operating the range of weapons used in the test/trial to conduct all firearm drills
- identifying ammunition defects (corrosion, cracks, damaged packing, damaged weapon parts, dented cartridge cases, fluting on cartridge case, incorrect propellants, proud or recessed primer, rust, weeping)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- firing operation and effect of weapon systems
- organisational guidelines and standards
- range safety
- weapons ballistics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment with person fired and one assessment with static fired. These assessments must be conducted with live ammunition.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO144 Conduct static tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO803A Conduct static proof tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC, Element 2 one new PC

Application

This unit describes the skills required to conduct static proof, trial and experimental tests in the explosive ordnance environment. Explosive static tests are conducted to ensure weapons systems or explosives meet the required standards. The static tests are a common component of explosive quality assurance.

This unit was developed for personnel who are testing specialists working within proof, trial and experimental organisations or original equipment manufacturer facilities, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for static proof, trial and experimental tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for static tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with static test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO803A Conduct static proof tests.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO144 Conduct static tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- static testing methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO145 Conduct dynamic small arms tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO804A Conduct dynamic small arms proof tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct dynamic small arms proof, trial and experimental tests in the explosive ordnance environment. Explosive ordnance dynamic small arms tests are conducted to ensure weapons systems or small arms ammunition in service meet the required standards. The dynamic small arms proof tests are a common component of explosive ordnance quality assurance.

This unit was developed for proof, trial and experimental testing specialists working within proof, trial and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for dynamic small arms tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for dynamic small arms tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with dynamic small arms test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO804A Conduct dynamic small arms proof tests.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO145 Conduct dynamic small arms tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- dynamic small arms proof, trial and experimental testing methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO146 Conduct dynamic other calibre tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO805A Conduct dynamic other calibre proof tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct dynamic other calibre proof, trials and experimental tests in the explosive ordnance environment. Explosive ordnance dynamic other calibre tests are conducted to ensure weapons systems or other calibre ammunition in service meet the required standards. The dynamic other calibre tests are a common component of explosive ordnance quality assurance.

This unit was developed for proof, trials and experimental testing specialists working within proof, trials and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for dynamic other calibre tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for dynamic other calibre tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with dynamic other calibre test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO805A Conduct dynamic other calibre proof tests.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO146 Conduct dynamic other calibre tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- dynamic other calibre proof, trials and experimental testing methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO147 Conduct environmental tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO806A Conduct environmental tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct environmental tests in the explosive ordnance environment. Explosive ordnance environmental tests are conducted to ensure weapons systems or small arms ammunition in service meet the required standards. The environmental tests are a common component of explosive ordnance quality assurance. The environmental tests can be conducted as a component of the assessment of safety and suitability for service (S3 process) or as an in-service survey.

This unit was developed for proof, trials and experimental testing specialists working within proof, trials and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for environmental tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for environmental tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with environmental test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO806A Conduct environmental tests.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO147 Conduct environmental tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- environmental testing methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO148 Prepare explosives for proof tests

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO807A Prepare explosive ordnance for proof tests.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 and 1.4 removed

Application

This unit describes the skills required to prepare explosives for proof, trials and experimental tests. The preparation of explosives is a normal component of this testing. The preparation includes a range of alterations and modifications required to meet the proof testing process.

This unit was developed for personnel who are specialists working within proof, trials and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would conduct routine tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the trial and proof test requirements	1.1 Read and clarify proof, experimental or trial instructions. 1.2 Acquire required resources and check for serviceability.
2. Conduct the preparation activities	2.1 Monitor and adhere to environmental requirements. 2.2 Prepare explosives within proof, experimental or trial parameters. 2.3 Maintain records throughout the process to ensure traceability of preparation activities.
3. Finalise preparation	3.1 Return to store or dispose of excess explosives. 3.2 Make area safe. 3.3 Maintain documentation appropriate to the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO807A Prepare explosive ordnance for proof tests.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO148 Prepare explosives for proof tests

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- machining or moulding or extruding or pressing or stamping explosives

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- licensing requirements
- explosive shapes
- explosives mixture and compounds
- sensitivity of explosives
- insensitiveness
- figure of sensitivity
- wave shaping

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO149 Prepare explosives for metal hardening

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO808B Prepare explosives for metal hardening.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 and 4.1 removed • Element 1 one new PC • Element 4 two new PC • Element 2 three new PC • all PC reordered

Application

This unit describes the skills required to prepare explosives for metal hardening. Metal hardening using sheet explosives is a specialised application of explosives and is used to harden metals such as rail points.

This unit was developed for personnel who are specialists working within proof and trials organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would conduct routine tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify metal hardening requirements	1.1 Read and clarify metal hardening instructions. 1.2 Acquire required resources and check for serviceability. 1.3 Identify explosives to meet measured hardening requirements. 1.4 Identify and prepare templates used in association with the cutting of the sheet explosives.
2. Prepare sheet explosives	2.1 Monitor and adhere to environmental requirements. 2.2 Prepare explosives within proof or trial parameters. 2.3 Maintain records throughout the process to ensure traceability of preparation activities. 2.4 Inspect sheet explosives to ensure serviceability and safety. 2.5 Cut and label sheet explosives to the required length and shape. 2.6 Prepare sheet explosives for transport to the range.
3. Prepare detonators	3.1 Identify detonators. 3.2 Check detonators for continuity and repack for transport.
4. Finalise activity	4.1 Return to store or dispose of excess explosives. 4.2 Make area safe. 4.3 Maintain documentation appropriate to the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO808B Prepare explosives for metal hardening.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO149 Prepare explosives for metal hardening

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing explosives for metal hardening

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- licensing requirements
- explosive shapes
- explosives mixture and compounds
- sensitivity of explosives
- insensitiveness
- figure of sensitivity
- wave shaping
- explosive ordnance in relation to hardening steel

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO150 Acquire data related to velocity

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO809A Acquire data related to velocity.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to velocity in a proof and experimental environment. Explosive proof tests are conducted to ensure weapons systems or explosives meet the required standards. The acquisition of data related to velocity is a common component of proof tests.

This unit applies in a physical science or engineering environment where product undergoes testing to establish that it meets established standards and/or specifications related to velocity.

This unit was developed for data acquisition specialists working within proof and experimental organisations in Defence or original equipment manufacturer, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO809A Acquire data related to velocity.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO150 Acquire data related to velocity

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to velocity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO151 Acquire data related to pressure

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO810A Acquire data related to pressure.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to pressure in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance in service with Defence meets the required standards. The acquisition of data related to pressure is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications in respect to pressure, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with the test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO810A Acquire data related to pressure.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO151 Acquire data related to pressure

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to pressure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO152 Acquire data related to time

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO811A Acquire data related to time.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to time in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to time is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications in respect to time, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO811A Acquire data related to time.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO152 Acquire data related to time

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to time

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO153 Acquire data related to environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO812A Acquire data related to environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.6 removed • PC 3.2 and 3.3 merged • Element 1 two new PC

Application

This unit describes the skills required to acquire data related to the environment in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to the environment is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications related to environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Relate entities to a reference system based on the specifications. 2.3 Collect data using methodologies detailed in the data collection plan. 2.4 Document metadata according to accepted industry standards. 2.5 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Add attributes and topological structures to spatial data according to specifications. 3.2 Complete and store data and documentation. 3.3 Check data integrity in accordance with the validation plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO812A Acquire data related to environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO153 Acquire data related to environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO154 Acquire data related to imagery

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO813A Acquire data related to imagery.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 & 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to imagery (film, video and digital) in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to imagery is a common component of proof tests.

This unit was developed for data acquisition specialists working within proof and experimental organisations in Defence or original equipment manufacturer, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work as individuals and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with the test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO813A Acquire data related to imagery.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO154 Acquire data related to imagery

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to imagery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO155 Provide survey data for proof and experimental firing

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO814A Provide survey data for proof and experimental firing.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.2 merged

Application

This unit describes the skills required to conduct surveys and to produce survey data in support of proof and experimental firings. This survey can be conducted by two people; one person being the observer and the other recording data – this unit of competency covers both roles. The production of survey data is crucial in the setting up and validation of a number of these proof tests. It applies in a physical science or engineering environment where a product undergoes testing to establish that it meets established standards and/or specifications.

This unit was developed for survey specialists working within proof and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently and as part of a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in known contexts.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for survey	1.1 Brief stakeholders and test participants in accordance with test plan. 1.2 Check and initiate safety systems and procedures in accordance with test plan. 1.3 Identify purpose and requirements of survey from written or oral instruction. 1.4 Confirm and clarify survey specifications. 1.5 Select and check for serviceability equipment required for survey in accordance with manufacturers' instructions.
2. Conduct survey tasks	2.1 Operate survey equipment to determine orientation, fixation and other requirements as determined by the survey scheme. 2.2 Record survey data. 2.3 Check visual clues in measurements or data for omissions or errors. 2.4 Communicate survey data. 2.5 Establish and record survey control points. 2.6 Communicate regularly with supervisor and colleagues. 2.7 Maintain survey equipment.
3. Finalise survey tasks	3.1 Complete and store survey data and documentation. 3.2 Check survey data integrity in accordance with the test plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO814A Provide survey data for proof and experimental firing.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO155 Provide survey data for proof and experimental firing

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting data
- recording information
- using communication systems
- providing survey data required to conduct proof firings
- maintaining survey data and documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analytical processes
- characteristics, tabulated data and limitations of the survey equipment
- communication procedures
- principles of survey

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFEXO156 Operate small watercraft

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEO815A Operate small watercraft.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate small watercraft. It includes the requirement to prepare the watercraft for operations, to conduct buoyancy calculations, to carry out appropriate tasks, and to clean and maintain the watercraft. While the technical aspects of this competency are concerned with 'operating a boat', the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator. For all watercraft operations the individual may need to provide directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents such as man overboard and capsized.

The watercraft will normally be operated:

- in protected or calm waters
- day or night
- in training, on exercise and on operations

This unit applies to those required to operate small watercraft to conduct a range of tasks including:

- transporting personnel and/or equipment across water
- assisting mounting and maintaining wet crossing activities
- patrolling range boundaries
- recovering proof ordnance

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work independently under indirect supervision, demonstrating sound judgement in the use of authority and making independent decisions. They would perform routine tasks in a range of contexts that are sometimes unfamiliar and unpredictable.

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

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for watercraft operations	1.1 Determine the task, cargo, destination and route and compile navigation data. 1.2 Calculate buoyancy/floatation to ensure passengers and cargo are safe to move. 1.3 Select equipment and check for serviceability, replace or reject unserviceable items and report to the supervisor. 1.4 Conduct shore preparation and ready watercraft for launch. 1.5 Select and wear appropriate personal protective equipment. 1.6 Give safety brief to passengers and crew prior to embarking.
2. Operate small watercraft	2.1 Launch watercraft safely allowing for local conditions. 2.2 Load and trim watercraft to ensure safety of crew and load. 2.3 Operate watercraft consistent with hazards and environmental conditions. 2.4 Provide directions to passengers to maintain safety and efficient boat operation. 2.5 Carry out contingency and emergency drills, to minimise threat to personnel and equipment. 2.6 Disembark personnel and unload cargo safely.
3. Recover and	3.1 Recover watercraft from ramp or improvised landing site.

maintain vessel	<p>3.2 Check for serviceability, clean and maintain watercraft and associated equipment.</p> <p>3.3 Report defects and complete documentation.</p> <p>3.4 Complete debriefing requirements.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO815A Operate small watercraft.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFEXO156 Operate small watercraft

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating and recording number and weight of passengers, stores and equipment
- monitoring hazards and applying safety principles to operations
- using clear interpersonal communication as operator of the vessel
- using knots and lashings to secure watercraft
- navigating using maps and GPS

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge:

- applicable statutory waterways rules for watercraft operation
- buoyancy/floatation calculations
- composition of teams, and roles and responsibilities of team members
- effects of water moving over objects and obstacles
- local water hazards and environmental conditions
- techniques for supporting others
- verbal and non-verbal communication techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFIT001 Conduct a group fitness appraisal

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPT001A Conduct a group fitness appraisal within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes

Application

This unit describes the skills required to conduct a fitness appraisal and screening for small groups or organisations (up to 30 people) within Defence, to determine the current fitness state, goals and limitations against the organisation's fitness requirements, and to record and communicate the results. Fitness appraisal informs the development of a fitness program.

This unit was developed for physical trainers or combat fitness leaders of the ADF who provide basic organic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment over a range of familiar and predictable contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work autonomously, while performing routine tasks in a familiar context.

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

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine fitness goals and current physical activity patterns or limitations of a group	1.1 Determine group fitness goals via liaison with group leaders and through understanding of the group's specific role within the organisation. 1.2 Screen the group to identify the presence of injury or any health condition that poses a risk to the member participating in a fitness program. 1.3 Conduct further screening on any member of the group requiring an assessment by a health care practitioner to establish their suitability to participate in a fitness program.
2. Conduct a basic fitness appraisal	2.1 Choose a fitness appraisal method by considering the group fitness goals and current perceived fitness state. 2.2 Conduct basic fitness appraisals of the group. 2.3 Record and compare fitness appraisal results to the desired fitness goals of the group to inform the development of the fitness program. 2.4 Explain the results of the fitness appraisal to the group, including the potential impact on fitness program development. 2.5 Identify the group's health and fitness status, including recommendations from health professionals, to inform the development of the fitness program.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT001A Conduct a group fitness appraisal within Defence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFIT001 Conduct a group fitness appraisal

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting interviews
- solving problems
- producing documents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- documentation processes relevant to fitness appraisal
- locate current organisational policies and procedures pertinent to fitness training
- role of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFIT002 Develop a group fitness program

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPT002A Develop a group fitness program within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes

Application

This unit describes the skills required to develop and monitor the effectiveness of a basic group fitness program within Defence. It also establishes the scope and limitations of the program that achieves the determined group or organisational fitness requirements.

This unit was developed for those working as physical trainers or combat fitness leaders providing basic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

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

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish scope and limitations of a fitness program	1.1 Review information gathered during fitness screening and appraisal for development. 1.2 Consider physical and health limitations of the group and individual in scoping the fitness program. 1.3 Identify resource limitations for implementing the fitness program. 1.4 Assess principles of program development against the group's fitness appraisal results. 1.5 Identify the scope of the fitness program.
2. Develop a basic fitness program	2.1 Identify specific fitness components required to achieve the aims of the program. 2.2 Identify a range of activities to target specific fitness components within the program. 2.3 Identify methods of motivating participants to maximise fitness program adherence. 2.4 Develop fitness programs, incorporating identified fitness components and associated range of activities. 2.5 Submit the fitness program to a supervising fitness instructor for advice and further development where necessary.
3. Monitor effectiveness of a fitness program	3.1 Implement methods of measuring a group's adherence to the program. 3.2 Obtain feedback from the group on their own personal progress and their degree of satisfaction with the fitness program. 3.3 Conduct periodic fitness appraisals to monitor a group's fitness development. 3.4 Adjust group's fitness program to continuously improve adherence, development and satisfaction with the program. 3.5 Submit revised fitness program to a supervising fitness instructor for approval where necessary.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT002A Develop a group fitness program within Defence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFIT002 Develop a group fitness program

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying the results of fitness appraisal and feedback to fitness programming
- developing a three-month fitness program for a group of up to 30 personnel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- locate organisational policies and procedures pertinent to fitness training roles of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFIT003 Conduct individual fitness assessments

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPT003A Conduct individual fitness assessments within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.3 and 3.4 removed • PC 3.1 and 3.5 wording revised

Application

This unit describes the skills required to plan, conduct and record fitness assessments of individuals within a small group or organisation. There will be a requirement to identify and explain the appropriate fitness assessment and the required standard, and provide feedback to the assessed person. This includes planning assessment resources and standards, and supervising the assessment.

This unit was developed for those working as physical trainers or combat fitness leaders who provide basic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

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

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and explain the standard of fitness assessment	1.1 Confirm and explain the purpose of assessment and expectations of the assessor with participant/s being assessed. 1.2 Clarify the assessment procedure and associated policies with participant/s being assessed.
2. Plan fitness assessment	2.1 Identify time to conduct assessment in order to cover the assessment dimensions. 2.2 Identify any need to conduct additional assessment outside the time arranged. 2.3 Plan assessment to provide sufficient evidence of fitness. 2.4 Obtain and arrange resources specified. 2.5 Inform appropriate personnel of the assessment and provide them with details about uniform requirements.
3. Conduct fitness assessment	3.1 Conduct dress inspection. 3.2 Issue instructions to facilitate assessment to participant. 3.3 Gather evidence specified in the assessment policy. 3.4 Evaluate gathered evidence to make the assessment decision. 3.5 Seek guidance when in doubt from more experienced assessor/s. 3.6 Make an assessment decision.
4. Finalise fitness assessment	4.1 Record assessment results in accordance with the specified record-keeping requirements. 4.2 Advise participant being assessed of assessment results and of reassessment opportunities as required. 4.3 Deliver feedback on performance to participant/s being assessed.

	4.4 Report positive and negative features experienced in conducting assessment to those responsible for the assessment procedure.
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT003A Conduct individual fitness assessments within Defence.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFIT003 Conduct individual fitness assessments

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting fitness assessment practices appropriate to the session type, current circumstance and group
- controlling exercise intensity and workload
- monitoring aspects of safety and injury prevention throughout the assessment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- documentation processes relevant to fitness testing
- legal and ethical responsibilities
- organisational policies and procedures pertinent to fitness assessment
- roles of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFIT004 Instruct a workplace physical training session

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM004B Instruct a workplace physical training session in Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.5 and 1.6; 1.7 and 1.8; 2.4 and 2.5 merged

Application

This unit describes the skills required to instruct a basic physical training session for small groups or organisations (up to 30 people) within Defence. These skills include the requirement to conduct a session based on a structured and defined unit physical training program and to lead a physical training session utilising approved methods of instruction.

This unit was developed for those working as physical trainers or combat fitness leaders of the ADF who provide basic organic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

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

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a physical training session	1.1 Receive session plan and other planning information from the unit physical training coordinator. 1.2 Clarify unclear aspects of the planning information with the coordinator. 1.3 Confirm physical training aims and objectives of the group against the allocated session plan. 1.4 Rehearse physical training session and activities to ensure correct technique and method of delivery are followed. 1.5 Review session safety risk management plan and apply in the local area and environment and clarify points of doubt of the physical training session from appropriate persons. 1.6 Consider current Defence injury prevention techniques and apply to the session plan to avoid potentially harmful practices in the session plan. 1.7 Identify and organise resources to enable the physical training session to occur in accordance with the session plan.
2. Conduct a basic physical training session	2.1 Dress appropriately for the conduct of the planned physical training session. 2.2 Deliver pre-class instructions to ensure the group is informed and prepared to commence the session. 2.3 Deliver warm-up instruction to ensure participants are physically and mentally prepared for the session. 2.4 Conduct session to achieve a physical training outcome as detailed in the session plan using appropriate methods of instruction. 2.5 Apply and monitor correct technique/s for safety and efficiency during the session. 2.6 Demonstrate, adjust and correct common technical errors. 2.7 Deliver cool-down instruction to bring the participants back to a resting state.

	2.8 Review own performance.
3. Motivate participants	<p>3.1 Apply motivational techniques to achieve the desired physical effort and exercise intensity.</p> <p>3.2 Provide constructive and positive feedback to participants in order to guide and recognise performance.</p> <p>3.3 Assist and accommodate those in the class with poor coordination or are less skilled performers.</p> <p>3.4 Monitor and adjust participants' exercise intensity as required.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM004B Instruct a workplace physical training session in Defence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFIT004 Instruct a workplace physical training session

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- moving in a controlled and efficient manner while participating in a variety of exercise
- motivating by voice, by example
- using hand gestures
- adopting the correct position for observation and instruction
- applying a session plan
- demonstrating exercise

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- methods of instruction and principles of instruction
- theory of physical training session plan
- communication techniques
- First Aid

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR001 Inspect, maintain and test electronic forensic equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to inspect, test and maintain electronic forensic equipment (computer, recording, communications and organisational specialist equipment). The inspection, maintenance and testing of electronic forensic equipment is an essential component of electronic forensics that ensures the electronic forensic equipment is available and fit for purpose.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect electronic forensic equipment	1.1 Conduct visual, auditory or tactile inspection to identify possible operational failure of electronic equipment or physical failure of equipment. 1.2 Identify and report missing parts. 1.3 Record and report damaged equipment.
2. Test electronic forensic equipment	2.1 Test equipment to ensure it is fit for purpose. 2.2 Record test results. 2.3 Report and record defective equipment.
3. Clean, maintain and store electronic forensic equipment	3.1 Clean, maintain and assemble equipment. 3.2 Update equipment records. 3.3 Recover and store equipment for future use.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR001 Inspect, maintain and test electronic forensic equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- inspecting and testing equipment such as computer, recording, communications and organisational specialist equipment
- maintaining equipment, including power checks, software checks and cleaning
- storing equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS policy relevant to the maintenance, servicing and testing of equipment
- organisation's policies and procedures concerning the use, testing, cleaning and servicing of equipment
- recording procedures including:
 - verbal
 - record sheets or books
 - computer data bases, card systems or microfiche systems
 - maintenance schedules
 -

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR002 Conduct initial electronic investigation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to gather and collate information and obvious and accessible electronic evidence from the scene of an incident and identify potential witnesses. In the context of this unit, electronic evidence may include computer hard drives, recording media, flash drives, tape drives or digital and analogue recording and communications equipment. It includes maintaining the chain of evidential record.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS, recording details of witnesses, and the search and seizure of electronic evidence.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct initial assessment of scene	1.1 Assess the scene. 1.2 Establish communication with the senior investigating officer and maintain liaison throughout the investigation. 1.3 Ascertain the circumstances surrounding the scene through visual assessment and reports from other personnel. 1.4 Define/redefine the scene boundaries as required to preserve physical evidence for collection. 1.5 Locate obvious and accessible electronic evidence and, where appropriate, protect from possible contamination.
2. Control integrity of scene	2.1 Establish and maintain appropriate arrangements for scene access and egress. 2.2 Identify and access additional resources required to secure incident scene.
3. Examine scene	3.1 Instigate an appropriate search pattern to ensure all electronic evidence is located and preserved. 3.2 Record details of the scene and types of electronic equipment and media. 3.3 Locate, collect, package, label and store electronic evidence to ensure preservation for further examination. 3.4 Maintain a log of all evidence.
4. Identify potential witnesses and record initial statements	4.1 Identify and record names and contact details of potential witnesses. 4.2 Record initial statement using appropriate recording practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR002 Conduct initial electronic investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting the initial assessment of the scene
- identifying witnesses
- recording and compiling records of interview and statements accurately
- maximising the potential evidentiary value of the electronic evidence
- paying attention to detail
- implementing a methodical and systematic approach
- questioning potential witnesses
- using recording and specialised evidence collection equipment
- working with a variety of professionals
- taking and compiling statements
- collecting and recording electronic evidence
- protecting from contamination evidence including at least one of computer hard drives, recording media, flash drives, and digital and analogue recording and communications equipment
- managing access and egress by establishing:
 - clear brief as to who has control of access
 - physical barriers
 - roster guards
 - limited entry to essential personnel
 - delegation of authority to control entry
 - record of all persons who enter or depart the scene

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- details of scene features and use of a variety of specialised equipment
- functions and roles of other professionals and experts
- incident scene protection and preservation
- indicators of need for specialised investigations
- policies and procedures relating to recording details of persons
- public safety and duty of care at incident scene

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR003 Gather and analyse electronic information

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to gather and analyse electronic information to support electronic forensic investigations. It includes identifying, collecting, analysing, presenting and maintaining information, compiling notes and statements of evidence, and removing portable media from machines. It also covers the use of initial screening technology. In the context of this unit, portable media refers to external hard drives, SIM cards, recording media, flash drives, tape drives and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the gathering and analysis of electronic information.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record electronic evidence	1.1 Detect electronic evidence using observational techniques and technological methods. 1.2 Record electronic evidence prior to examination. 1.3 Document the recorded electronic evidence.
2. Collect and analyse electronic evidence	2.1 Collect electronic evidence by handpicking or removal of portable media from machine to prevent contamination or loss. 2.2 Ensure collected electronic evidence is sufficient in detail, where possible, to allow all potential examinations/analysis to be carried out. 2.3 Conduct initial analysis of collected electronic evidence and report on outcomes.
3. Package electronic evidence	3.1 Package and store items to maintain continuity and prevent degradation or contamination. 3.2 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR003 Gather and analyse electronic information

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- detecting electronic evidence from digital and analogue recording and communication equipment including at least one of:
 - hard drives
 - recording media
 - flash drives
 - tape drives
 - random-access memory (RAM)
 - read-only memory (ROM)
 - basic input/output system (BIOS)
 - other peripherals
- solving problems and making analytical decisions in response to a range of electronic evidence contexts, including the systematic examination of electronic evidence items
- removing media
- analysing electronic information
- maximising the evidentiary value of the electronic evidence
- handling exhibits and preserving continuity of evidence
- using specialised evidence recording technology and equipment
- packaging, preserving and storing specific evidence types with consideration of:
 - physical nature of exhibit
 - electronic stability
 - packaging medium
 - tamper-evident seals
 - exhibit labels

- storage temperature
- operating safely
- recording evidence using methods including at least one of:
 - photographic
 - sketch plan
 - handwritten notes
 - video recording
 - digital imaging
 - physical capture
 - computer generated data
 - audio recording
 - global positioning system (GPS)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- WHS practices to be followed when recording, collecting and packaging electronic evidence
- range of techniques available for gathering, collecting, packaging and preserving electronic evidence
- required forensic documentation for recording and collecting electronic evidence
- roles and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of electronic evidence

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR004 Capture forensic photographic images

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to capture photographic images for forensic purposes during an electronic forensic investigation. It includes the selection of appropriate equipment and software and the capture of specific images required by the investigator. In the context of this unit, photographic equipment includes digital cameras, film cameras, accessories such as lenses (normal, wide-angle, telephoto and zoom), flashes and filters, tripod, equipment bag, memory cards and batteries.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the capture of photographic images.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to take a forensic photograph	1.1 Identify, analyse and confirm forensic photographic requirement from work requests/instructions. 1.2 Check photographic equipment for serviceability, rectify and report any faults to appropriate personnel. 1.3 Identify recording methods required to document the forensic evidence. 1.4 Identify and factor into planning any operational, security, safety and other considerations affecting taking forensic photographs.
2. Take forensic photographs	2.1 Assess and determine the most appropriate way to capture the photographs. 2.2 Prepare and select correct technical photographic settings. 2.3 Set up, compose and take the photographic sequence. 2.4 Produce forensic photographs of a high quality that directly illustrate the investigation and are suitable for reproduction.
3. Process forensic photographs	3.1 Remove the film from the camera or download digital images to a computer. 3.2 Arrange for photographs to be developed, scanned or printed. 3.3 Forward forensic images to the electronic forensic investigator.
4. Store forensic images	4.1 Package and store images to maintain continuity and prevent degradation or contamination. 4.2 Enter details of images in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading N/A					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR004 Capture forensic photographic images

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- solving problems and making analytical decisions in response to a range of forensic photographic contexts, including the systematic capture of forensic images
- using relevant in-service cameras
- taking photographs in a range of environments
- using relevant computer technology
- collecting, packaging and preserving images, taking into consideration:
 - physical nature of images
 - electronic stability
 - packaging medium
 - tamper-evident seals
 - exhibit labels
- operating safely
- processing forensic photographs
- using recording methods including at least one of:
 - handwritten notes
 - computer generated data
 - audio recording
 - global positioning system (GPS)
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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context in which forensic photography is conducted
- legislative, policy and quality system requirements for the security, protection and preservation of forensic images
- technical photographic knowledge
- required documentation for recording and collecting forensic images
- roles and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of electronic evidence
- WHS practices to be followed when recording, collecting and storing forensic images

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR005 Compile and submit electronic media forensic documentation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to compile and submit documentation relating to electronic forensic investigation. It includes completing forms, compiling reports and returns, compiling statements, affidavits and statutory declarations, compiling statements of evidence, compiling exhibit registers and logs, and completing the day-to-day paperwork required in the area of electronic forensics.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the completion and submission of documentation relating to electronic forensic investigations.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain documentation	<p>1.1 Compile and maintain accurate, complete, legible and comprehensible documentation including notes, and associated records relating to cases/jobs/tasks.</p> <p>1.2 Ensure appropriate handling of documentation to the security level of the document concerned.</p>
2. Handle documentation	<p>2.1 Submit documentation such as notes, reports and associated records.</p> <p>2.2 Store/archive notes and associated records at the conclusion of proceedings.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR005 Compile and submit electronic media forensic documentation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- preparing, completing and submitting statements, reports, task files, logs and other forensic documentation including at least two of:
 - handwritten notes
 - forensic reports
 - legal reports
 - sketch plans
 - photographs
 - scale plans
 - video/audio tapes
 - digital voice records
 - task logs
 - witness statements
 - external reports
 - exhibit registers
 - exhibit logs
 - photocopies of published research/supporting materials
 - database and case management system entries
 - reports, including statements, statutory declarations and affidavits
- preparing exhibits including at least two of:
 - sketch and scale plans
 - photographs
 - digital voice records
 - task logs

- reports
- photocopies of published research/supporting materials
- database and case management system entries
- information technology skills
- organisational skills
- gathering, recording, collating, analysing and re-evaluating techniques
- maximising the potential evidentiary value of the electronic media forensic documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- quality system requirements relating to note taking and preparation of task files/reports
- organisational policy and procedural requirements for the reporting of findings to clients/stakeholders
- approved formats of forms, case files and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR006 Conduct electronic data search and analysis

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit covers the competency to analyse electronic forensic data that has been acquired through a range of electronic forensic methodologies. It includes analysing electronic storage devices for artefacts that may become evidence. In the context of this unit, physical evidence includes both digital and analogue recording, and communications equipment including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals. In addition, artefacts are any kind of tangible electronic byproducts that are produced during user or system activity.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the conducting of electronic data search and analysis.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Reduce and describe data	<p>1.1 Identify electronic forensic data to be analysed.</p> <p>1.2 Reduce the data, identify possible artefacts and describe these in a suitable form to support the development of interpretations.</p> <p>1.3 Decrypt data if appropriate.</p> <p>1.4 Review the reduction and description processes to determine their appropriateness, and make improvements where necessary.</p> <p>1.5 Save data not used in the reduction and description processes for future reference.</p>
2. Analyse and interpret data	<p>2.1 Interpret the data using appropriate thinking processes based on deduction, induction and/or problem solving techniques.</p> <p>2.2 Analyse electronic storage devices for artefacts, i.e. any kind of tangible electronic byproduct produced during user or system activity that may become evidence.</p> <p>2.3 Apply sound reasoning to ensure consistency of interpretations based on the data.</p> <p>2.4 Base interpretations on the factual quantitative and qualitative data.</p> <p>2.5 Develop a reconstruction of events using analysis techniques.</p>
3. Develop conclusions and recommendations	<p>3.1 Test and review possible interpretations to ensure they are credible and consistent with relevant data.</p> <p>3.2 Refine and consolidate interpretations to strengthen inferences drawn.</p> <p>3.3 Clearly state assumptions in the arguments leading to inferences.</p> <p>3.4 Formulate sound inferences, probable predictions, interpretations and/or explanations from facts and the tested interpretations.</p> <p>3.5 Ensure transparency in the investigation process by formulating inferences through a clear chain of reasoning.</p> <p>3.6 Review inferences to identify and address any fallacies in reasoning.</p> <p>3.7 Assess the relationship between the data developed and the probable interpretations to ensure validity and compliance, and</p>

	<p>report orally and/or in writing, formally or informally.</p> <p>3.8 Develop and report conclusions and recommendations, addressing both strategic and tactical issues.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR006 Conduct electronic data search and analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting an electronic data search
- communicating (listening, questioning, presenting) and negotiating
- using and interpreting the outcomes from different types of electronic forensic tools
- reducing and describing data
- applying thinking processes including at least two of:
 - inductive (interpreting raw information, identifying and testing trends or patterns)
 - deductive (beginning with a hypothesis and testing it), lateral, critical or creative
 - problem solving techniques and decision making
- preparing analysis reports
- constructing sound inductive arguments
- evaluating data
- using computer and information systems
- conducting analysis including:
 - quantitative and/or qualitative
 - explorative
 - descriptive
 - causative
 - predictive
 - development of hypotheses
 - timeline development
 - link analysis
 - comparative
 - biographical
 - demographic or geographic

- historical
- scenario generation
- Delphi technique
- morphological maximising the potential evidentiary value of the electronic evidence
- operating safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- computer and storage device theory, characteristics and operating mechanisms
- government and policy environments within which analysis will be conducted various types of electronic forensic tools and their capabilities and limitations
- applicable laws, policy and procedures
- available resources required to support the intelligence analysis process
- security issues and classifications
- the range of analytical techniques appropriate for data analysis evaluation systems
- thinking and inductive/deductive reasoning processes
- the influence of human factors on data analysis
- evidentiary requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR007 Set up, operate and maintain a portable audio recorder

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to select, set up, operate and maintain a portable audio recorder and associated equipment required for recording during an electronic forensic investigation. In an electronic forensic investigation the selection of recording equipment is dependent on the specific information required by the investigator. In the context of this unit equipment may include any domestic or commercial audio device used by the organisation, including microphones, mounts, organisational specialist equipment, computer equipment or software tools. Audio recording media may include audio tapes, flash drives, hard disk drives or solid state drives.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the set-up and operation of a portable audio recorder.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a familiar context. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and prepare portable audio recorder, equipment and materials	1.1 Identify and confirm portable audio recorder and equipment for the task. 1.2 Perform visual, auditory or tactile inspection of the portable audio recorder and equipment to ensure its operation. 1.3 Charge the batteries to meet the requirements of the task. 1.4 Report and record details of faulty or damaged equipment.
2. Test all operational aspects of portable audio recorder	2.1 Test the portable audio recorder and equipment to ensure it is fit for purpose. 2.2 Check the functions of the portable audio recorder to ensure it can achieve the required result. 2.3 Load the audio recording media for the task.
3. Operate portable audio recorder	3.1 Operate the portable audio recorder to achieve forensic investigation requirements. 3.2 Place microphones if appropriate and check microphone placement to ensure desired result is achieved. 3.3 Screen external noise. 3.4 Check recording levels and adjust portable audio recorder sound levels. 3.5 Adjust and move portable audio recorder and equipment. 3.6 Remove and process audio recording media.
4. Inspect, clean, maintain and store portable audio recorder and equipment	4.1 Conduct auditory or tactile inspection to identify possible operational or physical failure of portable audio recorder or equipment. 4.2 Clean, maintain, assemble and store portable audio recorder and equipment. 4.3 Perform power checks and software checks. 4.4 Perform internal or external repairs. 4.5 Update portable audio recorder records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication N/A					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR007 Set up, operate and maintain a portable audio recorder

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating a portable audio recorder and associated equipment
- inspecting a portable audio recorder and equipment
- testing a portable audio recorder and equipment
- cleaning and maintaining a portable audio recorder and equipment
- using cleaning agents and chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- portable audio recorder operational functions
- concepts of portable audio recorder maintenance and appropriate cleaning techniques and materials
- WHS policy relevant to the maintenance, servicing and testing of portable audio recorder and equipment
- types of and differences in audio recording equipment, and compatibility of audio recording media with equipment
- management of audio recording media stocks, storage and handling
- safe working practices when operating, maintaining, servicing and testing portable audio recorder and equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR008 Detect, record and collect electronic evidence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct activities involved in the detection, recording and collection of electronic evidence prior to laboratory examination. It requires the individual to detect, record, collect and package both digital and analogue recording and communications equipment including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search for and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record electronic evidence	1.1 Detect electronic evidence using observational techniques and technological methods. 1.2 Record electronic evidence prior to examination. 1.3 Document the recorded electronic evidence.
2. Collect electronic evidence	2.1 Collect electronic evidence by handpicking or removing media from machines to prevent contamination or loss. 2.2 Ensure that collected electronic evidence is sufficient in quantity, where possible, to allow all potential examinations/analyses to be carried out.
3. Package electronic evidence	3.1 Package and store items to maintain continuity and prevent degradation or contamination. 3.2 Package electronic evidence. 3.3 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain continuity.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR008 Detect, record and collect electronic evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- solving problems
- making analytical decisions
- examining electronic evidence
- maximising the evidentiary value of the electronic evidence
- handling and preserving continuity of evidence
- collecting and preserving specific evidence types
- operating safely
- packaging and storing items to maintain continuity and prevent degradation or contamination by considering:
 - physical nature of exhibit
 - electronic stability
 - packaging medium
 - tamper-evident seals
 - exhibit labels
 - storage temperature

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- available techniques and their limitations
- required documentation
- roles and functions of other forensic discipline specialists

- WHS

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR009 Give evidence of electronic media crime

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to give evidence as an electronic forensics expert witness in legal proceedings. The unit includes preparation for proceedings, presenting evidence and following up on outcomes of proceedings. Proceedings may be to criminal, coronial, civil or military courts; Defence or workers' compensation tribunals; human rights, equal opportunity or royal commissions; administrative reviews or parliamentary hearings.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for legal proceedings	1.1 Confirm arrangements for role and involvement in legal proceedings. 1.2 Prepare documents and other exhibits. 1.3 Identify precedents relevant to the procedures. 1.4 Provide assistance to counsel as required.
2. Present expert evidence	2.1 Apply rules of evidence relevant to the jurisdiction. 2.2 Translate technical practices and concepts into non-technical language, with explanations of technologies involved. 2.3 Present evidence in a clear, concise and articulate manner. 2.4 Provide considered expert evidence consistent with relevant qualifications and expertise in the area of electronic forensics.
3. Monitor and follow up the outcomes of legal proceedings	3.1 Note and file the outcomes of proceedings and complete reports where required. 3.2 Note and action feedback from counsel and/or legal authority and comments by deciding authority. 3.3 Review outcomes of proceedings to ensure knowledge of trends and precedents is current. 3.4 Recommend changes to organisational policy and proceedings arising from rulings and decisions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR009 Give evidence of electronic media crime

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- presenting expert evidence
- describing complex technical procedures in simple language
- writing complex reports
- applying the rules of evidence
- applying the constraints of individual qualifications
- maximising the potential evidentiary value of the electronic evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and procedural context in which electronic forensic evidence is given
- rules of evidence
- court procedures relevant to the specific legal process
- procedures and protocols in different judicial systems
- types of evidence admissible in judicial systems
- legislative requirements of presenting evidence
- constraints and limitations of individual qualifications
- prosecution process
- role of legal personnel
- role of expert witnesses
- use of forensic documentation and notes in giving evidence

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR010 Produce an electronic media image for forensic purposes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to employ a range of electronic media forensic methodologies to produce an image of a storage device. Storage devices may include hard disk drives, solid state drives, read-only memory (ROM), random-access memory (RAM), flash drives, tape drives, basic input/output system (BIOS) and USBs. Common objectives may include keyword searches, files recovery, including deleted files, extraction of registry information and metadata. Mobile devices such as mobile phones may afford additional information, including location, but require the use of specific methodologies.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimum of supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine job requirements	1.1 Detect electronic evidence using observation techniques and appropriate technological methods. 1.2 Isolate electronic evidence prior to examination. 1.3 Identify recording methods to document the electronic evidence. 1.4 Determine most appropriate methodology to image the electronic evidence based on the information being sought and the actual process of analysis of the investigation.
2. Image storage device	2.1 Prepare storage device for imaging. 2.2 Acquire image and check for accuracy by removing internal components from devices if appropriate. 2.3 Ensure image is sufficient in detail to allow all potential examinations and analyses to be carried out.
3. Collect and package electronic evidence	3.1 Collect electronic evidence so as to prevent contamination or loss. 3.2 Package and store evidence to maintain continuity and prevent degradation or contamination. 3.3 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR010 Produce an electronic media image for forensic purposes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using analytical, decision-making and problem-solving skills in response to a range of electronic evidence contexts, including the systematic examination of items of electronic evidence
- applying resource management and time management
- applying exhibit handling skills
- preserving continuity of evidence
- using specialised evidence-recording equipment as required
- collecting, packaging and preserving specific evidence types
- adhering to operational safety
- maximising the potential evidentiary value of the electronic evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context
- the range of techniques available for the recording, collection, packaging and preservation of electronic evidence
- required forensic documentation for the recording and collection of electronic evidence
- application and potential limitations of forensic investigative techniques
- roles and functions of other forensic discipline specialists
- WHS

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFFOR011 Assess, control and examine electronic incident scenes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to assess, control and examine electronic incident scenes, including determining the resources required to examine the scene and plan a search for electronic equipment that will require forensic examination. In the context of this unit, physical evidence includes both digital and analogue recording and communications equipment, including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and assessing, controlling and examining electronic incident scenes.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to incident	1.1 Receive, record, acknowledge and prioritise tasking. 1.2 Undertake preliminary assessment and anticipate likely resource requirements prior to arrival at the incident scene.
2. Assess the scene	2.1 Obtain information from relevant personnel to determine incident details. 2.2 Survey the incident scene to establish its scope within the scene assessment. 2.3 Identify resources required to conduct examination of the scene. 2.4 Identify risk factors and develop strategies to maintain personnel safety and preserve physical evidence. 2.5 Identify tactical factors and resulting priorities to assist decision making/subsequent action. 2.6 Establish a systematic plan of action. 2.7 Conduct a systematic search to identify relevant physical evidence, and maintain the integrity of the evidence.
3. Control the scene	3.1 Coordinate investigations to preserve life, property and evidence, minimise disruption and comply with operational safety guidelines. 3.2 Task and coordinate support personnel if necessary to manage the incident scene. 3.3 Establish and review perimeters to maintain security and integrity of the scene. 3.4 Maintain a record of movement where relevant. 3.5 Safeguard persons at the scene and prevent contamination or alteration of the scene. 3.6 Identify entry and exit paths to preserve evidence and maintain safety of personnel. 3.7 Assess the incident scene to identify subsequent investigative and/or forensic action.
4. Examine and interpret the scene	4.1 Record the nature and location (spatial relationships) of physical evidence and identify the sequence of events. 4.2 Draw conclusions from the physical evidence. 4.3 Review the conclusions if additional relevant evidence is identified.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFFOR011 Assess, control and examine electronic incident scenes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating (listening, questioning) and negotiating
- controlling persons in the vicinity of the incident scene
- analysing, making decisions and solving problems in response to a range of scene contexts, including the systematic examination of incident scenes
- working effectively with a range of professionals
- managing resources and time
- handling exhibits and preserving continuity of evidence
- using specialised investigatory equipment, including computer software and/or photographic equipment
- operating safely
- maximising the value of physical evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government and policy context in which scenes are managed and investigated and the relevant law, policy and procedures
- the range of services available to assist in the assessment, management and interpretation of scenes, in particular electronic forensic services
- indicators of need for specialist knowledge and investigative techniques
- judicial and evidentiary requirements and organisational processes for the collection, preservation and continuity of exhibits
- roles and functions of other stakeholders in managing scenes
- appropriate scene management techniques and processes

- the application and potential limitations of forensic investigative techniques
- legislative, procedural and quality systems requirements for the security, protection and preservation of the scene
- WHS practices to be followed when examining scenes
- forensic methodology

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN001 Work in a team

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to work with others and make a positive contribution to the effectiveness and efficiency of a team in a defence force environment which may include high stakes outcomes.

This unit applies to all workers in Defence, but is particularly relevant to operations where teamwork is critical to safety and success of the mission.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work predominantly under direct supervision, with limited responsibility towards others, while performing specific tasks, in a broad range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

<p>1. Contribute to team activities</p>	<p>1.1 Recognise roles and responsibilities of team members and understand team composition. 1.2 Contribute to determining team goals and objectives. 1.3 Complete activities to required standard within time frame. 1.4 Request assistance where appropriate. 1.5 Implement changes in allocated role and responsibilities. 1.6 Attend team meetings.</p>
<p>2. Share knowledge and information</p>	<p>2.1 Share information relevant to work with team members to enable efficient completion of tasks by maintaining open communication at all times. 2.2 Share knowledge and skills with team members.</p>
<p>3. Give and receive support to/from team members</p>	<p>3.1 Provide feedback and assistance to other team members to ensure completion of tasks and workplace goals. 3.2 Act upon feedback from other team members.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN001 Work in a team

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- encouraging team members
- following instructions
- demonstrating interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information
- contributing to the achievement of tasks consistent with agreed goals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of workplace teams and roles and responsibilities of team members
- non-operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN002 Work independently

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to work as a member of a team or as an individual for periods of time without direct supervision.

This unit applies to Defence personnel on operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks, in a broad range of contexts that could be hostile, while maintaining personal safety.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake work activities	1.1 Identify and undertake work requirements. 1.2 Implement instructions and directions.

	1.3 Maintain communication with chain of command, advising of progress of task/activity and of any legal requirements and/or ramifications of activities.
2. Accept responsibilities	2.1 Accept responsibilities referring to supervisor for any activity that exceeds the scope of the defined task. 2.2 Determine performance requirements based on objectives and goals and validate with supervisor.
3. Maintain team performance	3.1 Monitor individual performance against defined performance requirements and take action as required. 3.2 Monitor and lead performance of others to meet team objectives and goals. 3.3 Refer issues which cannot be rectified or addressed. 3.4 Notify chain of command of any changes in priorities or tasks. 3.5 Recognise and adhere to level of authority. 3.6 Complete required documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN002 Work independently

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- providing informal performance counselling
- providing feedback on performance to team members
- representing issues to management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and ramifications of team activities
- method of monitoring performance
- relevant policies and procedures
- team members' duties and responsibilities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN003 Lead a team

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to lead, manage and develop individuals and teams in order to achieve organisational objectives and maintain effective working relationships.

This unit applies to those working in a management and leadership role in Defence which may include working in volatile or hostile environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with leadership responsibility towards others, while performing sophisticated tasks and maintaining personal safety and safety of others in a broad range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

1. Develop and maintain a team	<p>1.1 Seek, encourage, acknowledge and assess work contributions or suggestions from staff.</p> <p>1.2 Utilise team members' skills to achieve work outcomes.</p> <p>1.3 Ensure that delegation to individuals and team members is appropriate and relevant to team objectives and goals.</p> <p>1.4 Develop a plan to meet individual and/or team training and development needs.</p> <p>1.5 Assess performance and provide regular constructive feedback on all aspects of work performance to individuals and the team.</p> <p>1.6 Recognise and address potential or actual conflict between team members or between self and other individuals.</p> <p>1.7 Identify and analyse difficulties in achieving required outcomes and develop and communicate solutions.</p> <p>1.8 Complete documentation and record keeping relevant to the team.</p>
2. Communicate with the team	<p>2.1 Communicate the link between the function of the team and the organisation's goals.</p> <p>2.2 Provide team members with up-to-date information regarding the organisational standards and team objectives.</p> <p>2.3 Verify team members' understanding of objectives and standards.</p>
3. Model leadership	<p>3.1 Develop workgroup commitment to objectives and standards by modelling own commitment and by providing leadership.</p> <p>3.2 Ensure own contribution enhances the organisation's image.</p>
4. Create and maintain conditions for productive work	<p>4.1 Use participative decision making to develop, implement and review work of the team.</p> <p>4.2 Demonstrate authority and promote autonomy to ensure allocated tasks are completed by team members.</p> <p>4.3 Recommend improvements and implement where possible.</p> <p>4.4 Identify or anticipate workplace hazards and manage risks to maintain safe working conditions.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN003 Lead a team

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking conflict resolution and negotiation
- communicating with team members
- demonstrating interpersonal skills
- solving problems
- providing constructive feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies, procedures and guidelines relevant to the team.
- legislation relevant to work group activities
- organisational standards and values
- principles of effective team operation
- applying organisational human resource management requirements
- principles of leadership

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN004 Manage personal performance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to manage personal performance outcomes and maintain skills.

This unit was developed for workers in the Australian Defence Force, but is applicable to anyone required to maintain personal performance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, usually as part of the team while performing routine tasks in a broad range of contexts. They would take responsibility for their own work outcomes.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

<p>1. Maintain ongoing personal competence</p>	<p>1.1 Identify organisational structures, career pathways and development opportunities. 1.2 Identify personal and professional performance standards. 1.3 Identify own training and development needs relevant to area of work, in conjunction with supervisor.</p>
<p>2. Organise and accept responsibility for own work</p>	<p>2.1 Establish work priorities and deadlines in consultation with supervisor. 2.2 Plan work activities and communicate progress of work to supervisor and team members. 2.3 Complete work to the standard expected and according to supervisor's feedback.</p>
<p>3. Maintain work effectiveness</p>	<p>3.1 Manage own work performance. 3.2 Recognise and manage personal wellbeing, such as stress, and take action to ensure continued work effectiveness. 3.3 Seek peer support when required.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN004 Manage personal performance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively with others
- operating as a member of a team
- working within the organisational chain of command
- planning work requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational employment structures appropriate to individual's occupation
- personal and professional performance standards
- organisational skill or performance documentation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN005 Develop relationships with other organisations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to develop relationships with other organisations by establishing appropriate networks and interacting with them.

This unit was developed for those working in Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the requirements of Defence doctrine and publications.

Those undertaking this unit would work under indirect supervision, usually as part of a team and would take responsibility for their own work outcomes. They would usually be at an entry level, having completed both their trade training and first level leadership training. They would perform explicit tasks in a range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish networks and relationships	<p>1.1 Identify external organisations to support business requirements.</p> <p>1.2 Develop networks with other organisations to support liaison and collaboration.</p> <p>1.3 Develop relationships that provide benefits to the organisation from shared expertise, information and/or resources.</p>
2. Interact with other organisations	<p>2.1 Communicate with other organisations in a clear, concise and comprehensive manner.</p> <p>2.2 Participate in meetings and forums that support mutual cooperation.</p> <p>2.3 Identify and consult with stakeholders that are affected by the outcomes of the interaction between organisations.</p> <p>2.4 Gather information from other organisations to inform the improvement of interaction and to avoid duplication of effort.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF Levels essential to performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN005 Develop relationships with other organisations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing and using networks and relationships effectively
- providing accurate and clear information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- awareness of role and responsibilities of other organisations
- current practices and procedures for communicating in the workplace
- meeting protocols and procedures
- organisation's confidentiality requirements
- organisational policy and procedures relating to liaison with other organisations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN006 Work with equity and diversity

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEQ001C Work with equity and diversity.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply the principles of equity and diversity in the workplace. This includes recognising individual differences in the workplace, valuing these differences and adjusting own behaviour to account for these differences.

This unit was developed for those working in any field as a Defence member but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, while performing specific tasks, in a range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise individual differences	1.1 Acknowledge differences in accordance with workplace equity and diversity principles. 1.2 Apply equity and diversity principles. 1.3 Identify and apply legislative and statutory requirements.
2. Demonstrate respect for individual differences	2.1 Ensure personal behaviour shows sensitivity to the differences. 2.2 Ensure personal conduct complies with workplace equity and diversity standards. 2.3 Identify and access available support. 2.4 Adjust communication styles to reflect equity and diversity standards.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ001C Work with equity and diversity.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN006 Work with equity and diversity

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying cross cultural and interpersonal communication
- applying the guidelines related to unacceptable behaviour
- applying the principles of equity and diversity
- encouraging other team members and providing suggestions
- writing to the level required to complete workplace forms and reports
- working in an acceptable and non-discriminatory way while establishing rapport and good working relationships with all colleagues
- recognising differences in the workplace
- adjusting communication styles to reflect the equity and diversity in workplace
- applying verbal and non-verbal communication techniques including

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- equity and diversity principles and legislation
- non-operational and operational communication processes
- principles of team work and teams aims and objectives
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others/team members

- unacceptable behaviour guidelines
- written communication to a level required to complete workplace forms and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN007 Conduct risk assessment in a Defence environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRI002B Conduct risk assessment in a Defence environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 4 revised • PC 4.1, 4.2 revised • PC 1.3 and 1.4 merged and revised • PC 2.1 & 2.2 merged • PC 2.4 removed • All PC in element 3 revised

Application

This unit describes the skills required to identify and assess risks in preparation for implementing treatment measures.

This was developed for Defence personnel required to conduct a risk assessment but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team, while performing routine tasks to apply known solutions to a variety of predictable problems. They would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the risk context	1.1 Define, identify and record the aims, objectives, scope and boundaries of the risk assessment. 1.2 Identify and confirm the risk evaluation criteria. 1.3 Develop the risk assessment plan.
2. Identify risk	2.1 Identify and record all possible sources of risks according to the plan and from the perspective of all stakeholders. 2.2 Use a specified methodology or approach when identifying the risk.
3. Analyse risk	3.1 Analyse and estimate the potential consequence of a risk. 3.2 Document and report the risk.
4. Evaluate and review risk	4.1 Evaluate the levels of risk and prioritise for treatment. 4.2 Calculate and compare the level of risk to the established risk evaluation criteria, and report to supervisors. 4.3 Monitor and review risk until appropriate treatment measures have been implemented.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRI002B Conduct risk assessment in a Defence environment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN007 Conduct risk assessment in a Defence environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and complying with the organisation's plans, policies and procedures
- evaluating a situation by listening, observing and clarifying information with supervisor
- making notes of observations
- providing and receiving feedback in a constructive manner
- using problem solving skills for a defined range of problems
- presenting mathematical ideas in appropriate format
- defining and identifying risk language, definitions and terminology
- analysing risks using the methodology and procedures approved by the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies, procedures and guidelines
- aims and objectives of the task
- risk management terminology and language in accordance with relevant standards
- techniques/methods used to identify or analyse information
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN008 Treat risk within Defence at an operational level

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRI001B Treat risk within Defence at an operational level.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • Element 4 wording revised • All PC in elements 2, 3 and 4 revised

Application

This unit describes the skills required to identify, plan and implement treatment options in order to reduce risk.

This was developed for Defence personnel required to treat risk but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team, while performing routine tasks to apply unknown solutions to a variety of unpredictable problems. They would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Make risk decision	1.1 Calculate the level of risk and compare it to the established risk evaluation criteria in consultation with the supervisor. 1.2 Document unacceptable risk and note for treatment.
2. Implement treatment plan	2.1 Identify and confirm the treatment options. 2.2 Evaluate and record the effectiveness of treatment options. 2.3 Implement treatment plans with selected options.
3. Monitor and review treatment plan	3.1 Evaluate treatment plans to determine residual risk after implementation. 3.2 Monitor, review and report on the effectiveness of the treatment plan to ensure compliance. 3.3 Calculate the residual risk and report to supervisor, then adjust the treatment following the review process. 3.4 Adjust treatments and record the review process.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				
Performance variables																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity									

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRI001B Treat risk within Defence at an operational level.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN008 Treat risk within Defence at an operational level

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and complying with the organisation's plans, policies and procedures
- evaluating a situation by listening, observing and clarifying information with supervisor
- following instructions and reporting information
- making notes of observations
- providing and receiving feedback in a constructive manner
- using problem solving skills for a defined range of problems
- presenting mathematical ideas in appropriate format
- defining and identifying risk language, definitions and terminology
- using the methodology and procedures approved by the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and procedures
- aims and objectives of the task
- risk management terminology and language in accordance with relevant standards
- written communication to a level required to complete workplace forms and reports
- techniques for giving and receiving feedback in a constructive manner

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN009 Analyse causes and identify countermeasures for injuries in physical activities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM003B Analyse causes and identify countermeasures for injuries in physical activities.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish the root cause/s of injuries occurring in physical activity, to develop countermeasures, to report the analysis, and to make recommendations to supervisors.

This unit was developed for Defence workers involved in analysing causes and identifying countermeasures for injuries in physical activities as a workplace responsibility, but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct supervision, while performing complex tasks, in a range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a causal analysis	<p>1.1 Identify, obtain and assemble background documentation to collate all relevant facts and information that may guide and contribute to the causal analysis.</p> <p>1.2 Identify relevant personnel and request them to provide input to the causal analysis.</p> <p>1.3 Identify and assemble other relevant sources of information regarding injury causation.</p> <p>1.4 Identify, specify and prepare methods and tools to be used in the analysis.</p>
2. Identify the contributing factors involved in causing injury	<p>2.1 Review relevant information sources to determine contributing factors typically involved in causing injury.</p> <p>2.2 Observe activities and review if needed.</p> <p>2.3 Conduct interviews with relevant personnel.</p> <p>2.4 Review contexts in which the activities are commonly conducted.</p> <p>2.5 Analyse components and aspects of activities which appear to be associated with greater risk of injury in detail.</p> <p>2.6 Record data using organisational analytical tools in order to compile inputs to the analysis.</p> <p>2.7 Determine, validate and record final list of contributing factors involved in injury causation by cross referencing results from all causal analysis activities.</p>
3. Undertake a root cause analysis	<p>3.1 Determine root causes of injury in the activity through further analysis of the final list of contributing factors in the light of contextual information.</p> <p>3.2 Determine, validate and record list of root causes of injury.</p>
4. Recommend countermeasures	<p>4.1 Identify countermeasures where possible, for each root cause of injury, from available information and subject matter experts.</p> <p>4.2 Develop countermeasures from first principles, in consultation with subject matter experts, where no proven countermeasure can be identified.</p> <p>4.3 Prepare written and oral causal analysis report, including details of recommended countermeasures, and deliver to decision</p>

	makers for consideration.
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM003B Analyse causes and identify countermeasures for injuries in physical activities.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN009 Analyse causes and identify countermeasures for injuries in physical activities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- strong communication skills to elicit and convey information through:
 - listening
 - questioning
 - paraphrasing
 - clarifying
 - summarising
- seeking and analysing information
- preparing for a causal analysis
- identifying contributing factors involved in causing injury
- identifying root causes of injury
- recommending countermeasures
- identifying analysis tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- causation models and definitions
- cause and effect diagrams

- data collection and management procedures
- format of a brief
- format of an oral presentation
- hierarchy of controls
- organisational policies, procedures and guidelines
- organisational structure and function
- safety risk and Haddon's Matrices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN010 Supervise equity and diversity in the workplace

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEQ002B Supervise equity and diversity in the workplace.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to foster and promote equity and diversity practices in the workplace. The unit requires personnel to identify and access information and support sources related to equity and diversity, to implement equity and diversity programs, and to supervise and monitor equity and diversity processes within the workplace.

This unit applies to those working as team leaders in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervision responsibilities, performing complex tasks, in a broad range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access sources of information and assistance related to equity and diversity policies and practices	1.1 Identify sources of information on equity and diversity. 1.2 Access information and support as required.
2. Implement equity and diversity strategies	2.1 Identify equity and diversity strategies and communicate to team members. 2.2 Use training and awareness programs to promote and encourage the benefits of equity and diversity. 2.3 Provide assistance to maximise individual contribution to the attainment of the team objectives. 2.4 Provide feedback on equity and diversity strategies to managers.
3. Supervise and monitor the application of equity and diversity in the team	3.1 Apply processes to resolve grievances and complaints related to equity and diversity. 3.2 Take prompt action to correct inappropriate behaviour in the workplace. 3.3 Compile and forward reports on equity and diversity issues.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ002B Supervise equity and diversity in the workplace.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN010 Supervise equity and diversity in the workplace

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying equity and diversity legislation and guidelines related to unacceptable behaviour
- writing to the level required to complete workplace forms and reports
- fostering and promoting equity and diversity practices in the workplace through supervising and monitoring equity and diversity processes
- implementing equity and diversity strategies
- resolving grievances and complaints without bias
- taking action to correct inappropriate behaviour

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity legislation, principles, resources, policies and practices
- types of unacceptable behaviour
- composition, roles and responsibilities of team members
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others
- verbal and non-verbal communication techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN011 Interpret policy, legislation and regulations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM102B Interpret policy, legislation and regulations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added to element 1 • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to interpret information contained in policy, legislation and regulations related to occupational outcomes relevant to the person's work activities.

This unit was developed for Defence personnel but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse information	1.1 Identify relevant policy, legislation and regulations to meet organisation information requirements in accordance with professional standards. 1.2 Obtain and analyse information.
2. Evaluate information	2.1 Interpret the outcome of analysis and determine advice and options. 2.2 Evaluate and record advice against specific criteria.
3. Assess issues and frame solutions	3.1 Assess issues in accordance with professional standards. 3.2 Formulate solutions for specified issues and report to appropriate personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM102B Interpret policy, legislation and regulations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN011 Interpret policy, legislation and regulations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- identifying, reading and interpreting relevant information
- liaising with stakeholders
- analysing and formulating relevant policy, legislation and regulations
- reviewing information
- identifying the policies, legislation and regulations that need to be interpreted

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant policies, procedures, legislation and regulations
- specialised information sources

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN012 Provide technical advice

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM008 Provide technical advice.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.3 wording revised • PC 3.1 and 3.3 merged

Application

This unit describes the skills required to provide technical advice in a Defence context. It includes identifying the issues surrounding the provision of advice and the formulation of options. A person can only provide advice on subject areas for which they have relevant experience and knowledge.

This unit was developed for Defence personnel having to provide expert advice, but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, while performing complex tasks in a range of contexts. They would use discretion and judgement, and take responsibility for the quality of their outputs.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse technical issue/s	1.1 Receive, observe, clarify and analyse circumstances that require the provision of advice. 1.2 Identify and confirm issues, if necessary, through consultation with relevant personnel. 1.3 Interpret and define the issue/s. 1.4 Conduct research related to the issue/s and seek advice of relevant personnel to clarify findings that are unclear.
2. Formulate options	2.1 Identify and evaluate options related to the provision of advice. 2.2 Prioritise options and choose the preferred options.
3. Provide advice	3.1 Formulate and provide advice and discuss with stakeholders taking resource constraints and operational requirements into consideration. 3.2 Negotiate and document stakeholder requirements and incorporate within the proposed advice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM008 Provide technical advice.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN012 Provide technical advice

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing and presenting written and/or oral reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis process
- organisational procedures and standards
- information sources
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN013 Provide Initial Response to Combat Casualty

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to provide the first response to a combat casualty.

This unit was developed for military personnel within an operational zone but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks, in a range of unpredictable and sometimes hostile contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

<p>1. Assess casualty scene</p>	<p>1.1 Identify, assess and manage immediate and ongoing hazards to health and safety of self and others. 1.2 Assess casualty's condition to determine appropriate response and need for assistance. 1.3 Communicate support requirements.</p>
<p>2. Initiate response to casualty's condition</p>	<p>2.1 Communicate with the casualty to provide reassurance. 2.2 Provide initial response to address casualty's condition in accordance with organisational procedures utilising available resources/equipment. 2.3 Document casualty's condition and treatment. 2.4 Prepare the casualty for evacuation. 2.5 Monitor casualty's condition and undertake ongoing response.</p>
<p>3. Conclude the response</p>	<p>3.1 Conduct hand over to higher qualified medical responders and assist as required. 3.2 Participate in debriefing/evaluation to improve future responses.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN013 Provide Initial Response to Combat Casualty

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating adequate infection control procedures, including standard precautions
- demonstrating the following casualty care procedures for:
 - cardiac arrest
 - a casualty suffering from shock
 - a haemorrhaging casualty
 - applying dressings and bandages
 - immobilising fractures
 - chest, ballistic and abdominal wounds,
 - bites and stings
- recording information using accurate terminology to describe medical conditions and treatments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles behind the following casualty care procedures for:
 - unconscious casualties
 - burns injuries
 - eye, head, and crush injuries
 - heat and cold illnesses
 - anaphylaxis
 - drowning and near drowning
- psychological impacts and responses associated with the provision of casualty care

- relevant organisational policies, procedures and guidelines

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN014 Act as a range safety officer on a permanent range

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM118B Act as a range safety officer on a permanent range.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to perform the duties of a range safety officer during the conduct of range practices on permanent ranges. Supervising safety on a permanent range includes safe handling and operation of weapons and ammunition for which the range safety officer has been assessed as qualified to operate.

Range practices are potentially high-risk activities, consequently applying, implementing and supervising safety precautions underpins all aspects of this competency. Ranges may include:

- 25 metre and 100 metre open ranges
- classification range
- mobile training range
- standard 25 metre range
- static mechanical range
- weapons training simulation system

This unit applies to Defence personnel required to perform the duties of a range safety officer, including butts or firing point supervisor, during the conduct of range practices on permanent ranges within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of highly unpredictable contexts

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for range practices	1.1 Identify and apply relevant range regulations, WHS requirements and safety precautions. 1.2 Employ relevant control measures. 1.3 Complete administrative requirements.
2. Supervise safety on a range	2.1 Monitor range to ensure a safe environment. 2.2 Maintain communications with range supervisor. 2.3 Identify unsafe practices and apply corrections. 2.4 Manage incidents in accordance with instructions from supervisor and range regulations.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM118B Act as a range safety officer on a permanent range.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN014 Act as a range safety officer on a permanent range

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing documentation
- applying the relevant WHS requirements
- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- using simulation systems
- applying corrective actions in response to:
 - handling ammunition
 - ammunition malfunctions
 - safe operation of weapons
 - weapon malfunctions
 - unauthorised movement
 - injury
 - fatality
 - negligent discharge of weapons

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- relevant WHS requirements
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Competency must be assessed on an actual live firing range. Where possible the assessment should be conducted on a classification range.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN015 Conduct basic range practices on a permanent range

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM119B Conduct basic range practices on a permanent range.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.2 and 3.1 removed• Elements 2 and 3 merged

Application

This unit describes the skills required to conduct weapons range practices to support the maintenance of operational readiness in the Australian Defence Force (ADF). This includes the safe and efficient planning and conduct of basic range practices as the Officer in Charge (OIC). Conduct in this instance also includes effectively supervising safety, preparing and finalising range practices using weapons and ammunition for which the OIC is qualified to operate.

Range practices may include:

- 25 metre and 100 metre open ranges
- classification range
- mobile training range
- standard 25 metre range
- static mechanical range
- weapons training simulation system

This unit applies to those working as Defence personnel required to perform the duties of OIC for the conduct of basic range practices within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for range practices	1.1 Identify and apply relevant range regulations. 1.2 Identify and employ relevant control measures. 1.3 Complete administrative requirements.
2. Supervise safety on a range	2.1 Supervise safety for relevant weapons and ammunition types. 2.2 Identify and apply safety data. 2.3 Manage incidents in accordance with instructions from supervisor and range instructions. 2.4 Conduct range practice complying with relevant regulations and safety requirements.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM119B Conduct basic range practices on a permanent range.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN015 Conduct basic range practices on a permanent range

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying relevant WHS requirements
- applying weapon and ammunition safety
- identifying weapons, complete equipment schedule (CES) and sub calibre devices
- operating relevant weapons and ammunition
- reviewing and understanding range regulations, relevant publications and instructions
- using simulation systems
- conducting the appropriate range practice in a safe and competent manner
- ensuring participants adhere to all words of command, orders and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- relevant WHS requirements
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessment must confirm the ability to demonstrate evidence of performance on a live firing range.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN016 Administer personnel

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM306A Administer personnel.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.9 revised • Element 1 reworded

Application

This unit describes the skills required to administer personnel. The application of this unit in the workplace includes supervising a designated team of personnel in their administration and compliance with organisational administrative policy and procedures. It includes aspects of supervising personnel readiness for work, welfare, entitlements, discipline and competency.

Supervisors may be at the middle to senior line-management level or junior management level. The number of personnel being administered will vary greatly but will usually be ten to thirty personnel.

This unit applies to those leading and managing others in an operational environment where the normal access to a personnel administrative support network is not available.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervising responsibilities. They would perform complex tasks in a range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Ensure personnel readiness	1.1 Obtain detailed knowledge of personnel information to enable an appreciation of individual circumstances. 1.2 Access information about readiness requirements from organisational information systems. 1.3 Monitor accessible information to ensure the state of personnel readiness is known. 1.4 Inform personnel of their readiness obligations to the organisation to ensure compliance through self-management. 1.5 Gather and review readiness records and documentation to determine personnel progress with readiness maintenance requirements. 1.6 Plan and implement opportunities to maintain personnel readiness. 1.7 Seek technical advice on readiness policy and procedure to enable administrative actions. 1.8 Report information on personnel readiness to designated authorities including specific information on and strategies planned to address personnel who are 'not ready'. 1.9 Implement administrative actions for personnel identified as permanently 'not ready'. 1.10 Identify personnel entitled to readiness waivers by designated authorities. 1.11 Compile and submit waiver documentation for consideration.
2. Administer personnel entitlements	2.1 Obtain and review organisational policies and procedures relevant to personnel entitlements using information systems. 2.2 Identify entitlements against personnel individual circumstances using personnel information. 2.3 Access entitlement application forms to be completed by personnel and provide general instructions and guidance to personnel.

	2.4 Monitor progress of entitlement applications to ensure timely and efficient handling by the administrative stream of the organisation.
3. Ensure personnel welfare	3.1 Inform personnel of welfare requirements specific to their employment, and of welfare support services available to them. 3.2 Maintain welfare related documentation. 3.3 Respect religious preferences and, where suitable to organisational requirements, facilitate opportunities to participate in religious events.
4. Administer personnel discipline	4.1 Communicate standards of organisational discipline to personnel in order to promote appropriate behaviour and conduct. 4.2 Recognise and respond to behaviour in contradiction of organisational disciplinary standards. 4.3 Take organisational discipline administrative actions in response to significant breaches of organisational policies and procedures or disciplinary standards. 4.4 Counsel personnel to improve behaviour of and compliance with disciplinary standards. 4.5 Monitor own behaviour in order to ensure conduct is in accordance with organisational policies and procedures or disciplinary standards.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM306A Administer personnel.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN016 Administer personnel

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and compiling complex organisational forms and applications
- analysing and validating information
- conducting interviews to obtain detailed personal information
- transacting a range of administrative actions including:
 - administrative warning
 - notice to show cause
 - pay adjustment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- counselling techniques
- organisational disciplinary standards and laws
- organisational information systems
- organisational personnel entitlements
- organisational readiness requirement specific to individual service
- organisational support
- organisational welfare infrastructure, policy and procedures
- organisational writing standards
- personnel support agencies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN017 Identify material suitable for publication within Defence

Modification History

Release	Comments
1	<p>This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR301B Identify material suitable for publication within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to identify news, features or other journalistic material for Defence publications, such as services newspapers, magazines and internet sites. The reporter can identify a story through personal initiative or following direction from the editor or sub-editor. Usually information comes from within the organisation, but occasionally material will be provided from external sources.

This unit applies to those working as Defence reporters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under limited supervision. They would perform complex tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify/locate sources for potential stories	1.1 Obtain, read and analyse up to date material about Defence issues and current affairs from a wide variety of sources. 1.2 Maintain and engage with a network of contacts. 1.3 Maintain a library of professional publications. 1.4 Identify and record trends in reader interests. 1.5 Assess information for newsworthiness and likely reader appeal.
2. Identify relevant public affairs objectives	2.1 Identify and factor into planning public affairs objectives/constraints and client needs. 2.2 Identify relevant factors affecting research for stories. 2.3 Identify an approach to the potential story and obtain clearance from the supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR301B Identify material suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN017 Identify material suitable for publication within Defence

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- making notes from spoken and written sources
- applying communications ethics that are relevant to the audience and organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- command of language structures, registers, vocabulary and idiom required in conversational exchanges
- readers' and organisational interests
- the publication's definition of news
- the types of stories used in Defence publications
- constraints on using information
- Defence issues
- current affairs issues
- a variety of writing genres
- the Standard Operating Procedures of relevant public affairs organisations which influence parent organisation
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines

- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN018 Conduct an interview to support written material

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR302B Conduct an interview to support written material.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2, 3.3 and 3.4 merged

Application

This unit describes the skills required to plan, prepare and conduct an interview to uncover information for a Defence publication. The unit involves interviewing an individual or a group to gather information to support or produce material for a Defence publication. Interviews can be conducted in person, over the telephone, by email or web cam.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform complex tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the interview	1.1 Research and document background information before the interview. 1.2 Seek guidance from a senior reporter or the editor on the most suitable person to be interviewed. 1.3 Establish time and place for the interview with the subject. 1.4 Set interview objectives and plan questions in advance, taking constraints into consideration. 1.5 Check equipment for serviceability. 1.6 Rectify and report any equipment faults, obtain replacement or take an alternative approach where faults cannot be rectified.
2. Establish interview parameters with subject	2.1 Identify own publication and provide necessary background information to the subject. 2.2 Seek permission to tape the interview from the subject. 2.3 Discuss and agree on relevant interview methods with the subject. 2.4 Discuss and confirm scope and length of the interview with the subject.
3. Conduct an interview	3.1 Tape relevant information about the interview where permission is granted. 3.2 Invite subject to expand key points, to present all relevant material or to clarify matters by asking questions. 3.3 Invite subject to provide information for future stories.
4. Verify information as necessary	4.1 Check and confirm details with the subject after the interview. 4.2 Provide transcript of the interview to the subject to check for factual accuracy. 4.3 Confirm accuracy of the information provided by asking other sources.
5. Archive interview material	5.1 Store interview transcripts as per publication policies. 5.2 Make archived material available only to approved people on request.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR302B Conduct an interview to support written material.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN018 Conduct an interview to support written material

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- taking notes from spoken and written sources
- developing an interview schedule
- negotiating interview by establishing a supportive environment
- facilitating a formal oral interview, using a range of interactional strategies to establish, develop and maintain a relationship
- exploring issues
- gathering information on a topic
- identifying and sourcing accurate and relevant information for a story
- giving full regard to privacy, defamation, and reporting issues including gender, race, religion and disability

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- command of language structures, registers, vocabulary and idiom required in conversational exchanges
- defence concepts of newsworthy information
- interview techniques
- sources for relevant background information
- when information needs to be checked

- security classification of information presented during the interview
- ADF public affairs objectives and the characteristics of defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN019 Write material suitable for publication within Defence

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR303B Write material suitable for publication within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, and 3.2 and 3.3 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to write news features or other journalistic material for Defence publications. In the most part, information for a Defence publication will come from within the organisation. In some cases however, material will be provided from external sources. News features and other material will generally be published in services newspapers, magazines and on internet sites.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform complex tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Draft the story	1.1 Identify key story points and reader specific angles. 1.2 Determine appropriate style and maintain throughout the copy. 1.3 Structure draft story and attribute quotes. 1.4 Comply with organisation's style manual and meet the needs of target audiences when drafting the story.
2. File the story for publication	2.1 Identify, and factor into planning, public affairs objectives/constraints and client needs. 2.2 Clear the story with the subject as appropriate. 2.3 Submit story for proofreading and clearance by the senior reporter and amend accordingly. 2.4 File story after being assessed as publication quality. 2.5 Recognise and meet deadlines.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR303B Write material suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN019 Write material suitable for publication within Defence

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using appropriate information technology and software
- producing stories that are accurate, with minimal possibility of misinterpretation
- producing stories that conform to government and Defence policies
- demonstrating an awareness of current affairs and Defence issues
- applying communications ethics that are relevant to the audience and organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- various types and styles of stories used in Defence publications
- content of the style manual that is relevant to Defence publications
- proofreading and clearance procedures
- standard newspaper proofing symbols
- implications of security, privacy and libel provisions
- Defence public information and security policies
- types of stories
- constraints on using information
- Defence issues
- current affairs issues
- a variety of writing genres

- standard operating procedures of relevant public affairs organisations which influence parent organisation
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- relevant legislation
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- when to check, verify and attribute information

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN020 Edit provided copy

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR304B Edit provided copy.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.5 removed • PC 3.2 & 3.3 merged • PC 1.3 revised

Application

This unit describes the skills required to edit material that is produced by another person or persons for incorporation within a Defence publication. This involves the preparation of a news feature or other journalistic material for a Defence publication, such as services newspapers, magazines and internet sites. The material usually comes from non-reporters within the organisation, but on occasions material will be provided from external sources.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work with limited supervision, performing complex tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review provided copy	1.1 Identify and confirm source of the copy with the originator. 1.2 Confirm accuracy and intent of the copy with the originator if necessary. 1.3 Identify newsworthy and public affairs issues relating to the content of the copy. 1.4 Seek advice from a senior reporter or the editor on controversial issues.
2. Edit the material	2.1 Comply with organisation's style manual and consider the needs of target audiences. 2.2 Factor advice and directions from the editor or sub-editor into the edited material. 2.3 Maintain the chosen style consistently throughout the copy, structuring news elements and attributing quotes. 2.4 Identify and factor public affairs objectives and constraints into editing.
3. Proofread the story	3.1 Check and amend any errors of style, grammar, spelling, completeness and factual accuracy. 3.2 Submit the story for proofreading and amend accordingly until compliant with standards. 3.3 Submit the story to the originator and/or the sub-editor or editor for clearance. 3.4 Assess story as publication ready within the required deadlines and file.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR304B Edit provided copy.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN020 Edit provided copy

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using appropriate information technology and software
- adhering to public affairs objectives and maintaining communications ethics at all times
- following clearance procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- how to convert provided material into different types of genres to achieve a purpose
- style manual, ethical standards and clearance procedures
- implications of security, privacy and libel provisions
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN021 Take photographs suitable for publication within Defence

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR305B Take photographs suitable for publication within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 reworded • PC 4.2 revised

Application

This unit describes the skills required to take suitable photographs for incorporation within a Defence publication. This includes basic photographic techniques such as composition, lighting and layout. All Defence reporters are required to take photographs in a variety of formats suitable for publication in a range of publications. Generally the reporter determines the need, type and context of the photographs, but in some cases this will be under direction from senior reporters or the editor.

Reporters either work in a controlled environment where they can manage photographic activity or in an uncontrolled environment where they anticipate a photographic opportunity but cannot identify its exact timing or nature.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently seeking assistance from superiors when needed. They would perform specific tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to take a photograph	1.1 Identify potential need, type and context of photographs to accompany a story. 1.2 Check photographic equipment for serviceability. 1.3 Rectify and report any equipment faults to appropriate personnel, or obtain replacement equipment, or take an alternative approach. 1.4 Assess and determine most appropriate way to get the photograph. 1.5 Seek permission to take the photograph from relevant Defence personnel. 1.6 Explain context of the proposed photograph to the subject to gain willing cooperation and permission. 1.7 Identify and factor operational, security, safety and other considerations affecting taking photographs into planning. 1.8 Detail and record captions.
2. Take a photograph	2.1 Prepare photographic equipment and select correct technical settings. 2.2 Brief subjects on proceedings. 2.3 Set up photographic sequence, compose and take the photograph. 2.4 Produce photographs of a high quality illustrating stories and suitable for commercial reproduction.
3. Arrange for processing of photographs	3.1 Retrieve images. 3.2 Make arrangements for photographs to be developed, scanned or otherwise made ready for publication.
4. Transmit photographs	4.1 Select most suitable means for transmitting photographs. 4.2 Forward photographs for publication.

	4.3 Maintain record of transmission.
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR305B Take photographs suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN021 Take photographs suitable for publication within Defence

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using in-service cameras
- identifying newsworthy opportunities
- identifying and taking photographs in a manner, particularly in a field operation, that does not place themselves or others in danger
- demonstrating an awareness of current affairs and Defence issues

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- photograph newsworthiness
- types of photographs publications prefer for particular stories
- technical photographic knowledge
- characteristics and capabilities of in-service cameras
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation
- code of behaviour
- professional code of practice

- range of operational situations
- role and responsibility of photographer

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN022 Obtain images suitable for publication within Defence

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPR306B Obtain images suitable for publication within Defence.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, and 3.3 and 3.4 merged • PC 3.2 revised • Elements 2 and 3 merged

Application

This unit describes the skills required to locate and obtain suitable images for incorporation within a Defence publication. Generally the reporter determines the need, type and context of the image, but in some cases this will be under direction from senior reporters or the editor. Reporters usually work in a controlled environment where they can manage image collection activity. This unit covers image management and manipulation to specific standards required for publication in a variety of Defence publications.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform specific tasks in known contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify/locate sources for potential images	1.1 Seek direction from the senior reporter or editor on the specific requirements as to image type and style. 1.2 Establish and maintain a network of image sources. 1.3 Maintain a library of professional publications. 1.4 Identify and record trends in reader interests. 1.5 Assess images for newsworthiness and likely reader appeal or for suitability or relevance to the story or theme being illustrated. 1.6 Detail and record captions.
2. Manage sourced images	2.1 Identify and factor into planning public affairs objectives/constraints and client needs. 2.2 File and manage sourced images to preserve their value and usefulness in the short and long term. 2.3 Return images to the source if requested. 2.4 Package and handle images with due deference to their value to the owner. 2.5 Seek authorisation in advance to pay a fee for sourced images and process if authorised.
3. Manipulate sourced images	3.1 Convert hard copy images to electronic format before publication. 3.2 Apply colour corrections, dots per inch and relevant adjustments to electronic files.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR306B Obtain images suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN022 Obtain images suitable for publication within Defence

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating an awareness of current affairs, Defence issues and public relations objectives

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- image newsworthiness
- types of image publications prefer for particular stories
- technical photographic knowledge
- use of computers and specialist software to manipulate images in electronic format
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN023 Capture video images

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFPA009 Capture video images.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.3 merged

Application

This unit describes the skills required to set up and operate a video camera and associated equipment required to capture video images. The capture of video images includes the selection of the appropriate equipment and software and the capture of specific video images required for Defence purposes. The capture of these video images may occur under operational conditions; however, the unit does not include specific operational settings.

This unit was developed for Defence personnel who are involved in the capture of video images required for public affairs and other Defence purposes, but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing specific tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and prepare video camera equipment and materials	1.1 Identify and confirm video camera and equipment for the task. 1.2 Inspect video camera and equipment to identify possible operational or physical failure and charge batteries. 1.3 Report and record faulty or damaged equipment.
2. Test all operational aspects of the camera	2.1 Test video camera and equipment and check equipment is fit for purpose. 2.2 Check the functions of the video camera to achieve the required result. 2.3 Load recording media for the task.
3. Operate the video camera	3.1 Consider video camera shots and angles to achieve desired result in accordance with specified requirements. 3.2 Ensure video camera movement is steady and smooth to achieve desired result. 3.3 Adjust and move video camera and equipment to achieve desired result. 3.4 Remove, edit and transmit recording media to appropriate authorities.
4. Clean, maintain and store video camera and equipment	4.1 Clean, maintain and assemble video camera and equipment. 4.2 Update video camera and equipment records. 4.3 Recover and store video camera and equipment and make ready for future use.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPA009 Capture video images.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN023 Capture video images

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating a video camera and associated equipment
- inspecting, testing, cleaning and maintaining video camera and equipment
- using cleaning agents and chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- video cameras and operational functions
- concepts of video camera maintenance and appropriate cleaning techniques and cleaning materials
- types and differences and compatibility of recording media to equipment
- management of recording media stocks, storage and handling
- safe working practices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN024 Supervise engineering and logistic tasks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to supervise a team involved in engineering and logistic tasks. It includes planning the task, applying safety precautions, identifying requirements and resources, and supervising the performance of the task.

This unit applies to those supervising a team activity requiring engineering and logistic tasks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform specific tasks in a range of contexts that could be unpredictable.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

<p>1. Identify task requirements and allocated resources</p>	<p>1.1 Receive task requirements and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.</p>
<p>2. Plan and prepare for task</p>	<p>2.1 Plan method of performing the task, including contingency arrangements. 2.2 Identify personnel to be employed in the process, and ensure they are competent for the task. 2.3 Acquire resources required for the task, such as materials, drawings, work procedures and other documentation. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings.</p>
<p>3. Supervise task</p>	<p>3.1 Oversee observance of appropriate operational and WHS requirements/safety precautions. 3.2 Ensure efficiency in performance and mission is achieved. 3.3 Ascertain support requirements and either provide or request. 3.4 Refer issues that cannot be resolved to the chain of command.</p>
<p>4. Finalise task</p>	<p>4.1 Refurbish task area, tools, materials and equipment. 4.2 Complete documentation associated with the task.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN024 Supervise engineering and logistic tasks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and documentation
- interacting effectively with stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- activities in the task to be performed
- characteristics, technical capabilities, effects, employment and limitations of equipment associated with the task
- command and control procedures
- personnel skill requirements for each activity within the task
- reporting requirements and procedures associated with the task

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFG EN025 Control engineering and logistic processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to control teams involved in engineering and logistic operations. It includes planning the task, applying safety precautions, identifying requirements and resources, and controlling the operation.

This unit applies to those required to control a number of work teams involved in engineering and logistic operations, for example, a controller of explosive ordnance operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will have some authority and influence in the chain of command/authority, being capable of independent decision making, requiring only routine supervision. They would perform complex tasks in a broad range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

1. Identify operational requirements and allocated resources	<p>1.1 Allocate tasks and resources and determine constraints imposed and any special requirements.</p> <p>1.2 Identify doctrine, policies and procedures applying to the task.</p> <p>1.3 Analyse the task to identify issues of concern and shortfalls.</p> <p>1.4 Report identified concerns and shortfalls to the chain of command.</p>
2. Plan for operation	<p>2.1 Plan method of performing the operation including contingency arrangements.</p> <p>2.2 Acquire resources required for the task, such as facilities, tools, equipment, materials, drawings, work procedures and other documentation.</p> <p>2.3 Assess resources for suitability and report defects/shortfalls.</p> <p>2.4 Brief team supervisors on the plan.</p>
3. Control the operation	<p>3.1 Monitor operation to ensure efficiency of performance and objectives are achieved.</p> <p>3.2 Coordinate operations and allocate resources to meet requirements.</p> <p>3.3 Liaise with and coordinate stakeholders.</p> <p>3.4 Ascertain and address support requirements.</p> <p>3.5 Refer issues that cannot be resolved to the chain of command.</p>
4. Conclude processes	<p>4.1 Refurbish task area, tools, materials and equipment.</p> <p>4.2 Debrief supervisors on the performance of their processes.</p> <p>4.3 Complete documentation associated with the task.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN025 Control engineering and logistic processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of equipment
- operation to be performed
- material, personnel skills and other requirements for the operations
- operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN026 Manage engineering and logistic operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to plan and manage engineering and logistic operations. It involves developing and delivering orders and instructions, identifying the application of legislative requirements, coordinating multiple activities and providing debriefing, reports and appropriate documentation associated with the operations.

This unit applies to those required to manage a number of engineering and logistic processes, such as a manager of explosive ordnance operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will have some autonomy of action, may delegate authority to subordinates and will be capable of independent decision making, requiring no supervision. They would perform complex tasks in a broad range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

	further information is detailed in the range of conditions section.
1. Identify operational requirements and feasibility	<p>1.1 Allocate operational requirements and determine constraints imposed and any special requirements.</p> <p>1.2 Identify doctrine, policies and procedures applying to the operation.</p> <p>1.3 Assess feasibility of the operations to be undertaken, identifying areas of coordination and impact on others and identify issues of concern and shortfalls.</p> <p>1.4 Report identified concerns and shortfalls to the chain of command.</p>
2. Plan and prepare for conduct of operations	<p>2.1 Plan method of conducting operations, including contingency arrangements.</p> <p>2.2 Acquire resources required for the task, such as facilities, tools, equipment, materials, drawings, work procedures and other documentation.</p> <p>2.3 Adjust plans and schedules in accordance with available resources</p> <p>2.4 Assess resources for suitability and report defects/shortfalls.</p> <p>2.5 Ensure finances are available for the operation.</p> <p>2.6 Confirm staffing requirements and, if required, develop and implement a recruiting plan.</p> <p>2.7 Finalise, authorise and distribute plan.</p>
3. Manage operations	<p>3.1 Brief the task controllers on the planned activity which will included details such as their mission, tasks, resources production requirements, and delegated authority.</p> <p>3.2 Manage and monitor operations to ensure efficiency of performance, quality of production and objectives are achieved.</p> <p>3.3 Modify plans during the operation to reflect changing circumstances, such as changes to requirements in effort, resources and support.</p> <p>3.4 Coordinate operations, reallocating/adjusting resources to meet operational requirements.</p> <p>3.5 Liaise with stakeholders throughout the operation ensuring feedback and performance are addressed.</p> <p>3.6 Ascertain support requirements and either provide or request.</p> <p>3.7 Refer issues that cannot be resolved to the chain of command.</p>
4. Conclude operations	<p>4.1 Coordinate the refurbishment of the task area, tools, materials and equipment.</p> <p>4.2 Debrief controllers on the conduct of the operation.</p> <p>4.3 Complete documentation associated with the operation.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN026 Manage engineering and logistic operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of equipment
- material, personnel skills and other requirements of the operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFGEN027 Manage equity and diversity

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFEQ003 Manage equity and diversity.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage equity and diversity. Individuals will contribute to, implement and review equity and diversity programs in their workplace; encourage the development of their workforce; and communicate and display the values of the equity and diversity principles to their workforce.

This unit applies to those working as commanders, managers and equity advisers in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing sophisticated tasks in a range of contexts.

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

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to the development, implementation and review of equity and diversity strategies	1.1 Identify equity and diversity issues in the workplace. 1.2 Develop equity and diversity strategies in consultation with stakeholders, including people from key equity groups and the organisation's clients. 1.3 Promote strategies within the organisation. 1.4 Incorporate achievable reporting and feedback processes into strategies. 1.5 Monitor and review effectiveness and efficiency of strategies. 1.6 Identify and act upon recommendations for enhancements.
2. Facilitate the development of a workforce that promotes and values equity and diversity	2.1 Identify and model benefits of a diverse workforce and communicate them to those working within the organisation. 2.2 Develop and adopt initiatives and resources to advance the position of equity and diversity groups within the organisation. 2.3 Identify and utilise diversity factors associated with individuals to address business needs. 2.4 Utilise diversity training and awareness programs to promote and encourage the benefits of a diverse workforce. 2.5 Provide assistance to maximise individual contribution to the attainment of the organisations objectives. 2.6 Apply strategies to resolve grievance and complaints and to maximise the benefits obtained through a diverse workforce.
3. Communicate with a diverse workforce	3.1 Identify and address language and literacy issues to facilitate full participation of all members in work and development activities. 3.2 Identify target audience and tailor communications strategies. 3.3 Employ a range of communication strategies to meet the needs of a diverse workforce base. 3.4 Identify and utilise resources to facilitate effective communication within the workplace.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ003 Manage equity and diversity.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFGEN027 Manage equity and diversity

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting equity and diversity legislation
- managing equity and diversity principles, policies and practices
- applying the guidelines related to unacceptable behaviour
- managing cross cultural communications
- facilitating group discussion
- encouraging the development of the workforce
- resolving grievance and complaints

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity legislation
- defence equity and diversity policies and practices
- equity and diversity principles
- equity and diversity resources
- change management
- code of behaviour
- professional codes of practice

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW001 Provide advice on service discipline law

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM116C Provide advice on service discipline law.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide advice to subordinates on the procedural aspects and practical application of service discipline law (SDL) as it relates to the Defence Force Discipline Act (DFDA) in the Australian Defence Force (ADF).

This unit applies to those working as members of the ADF.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must have authority to act independently, have or will have responsibility for subordinates, and would work under the commander's direction, while performing complex tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the provision of advice on service discipline law	1.1 Identify circumstances that require the provision of advice on service discipline law. 1.2 Analyse circumstances and conduct research within scope of own responsibility.
2. Provide information on service discipline law	2.1 Identify words or actions constituting common service offences against the DFDA for which a service member may be charged and convicted by a service tribunal. 2.2 Explain privileges of witnesses. 2.3 Advise subordinates of the judicial process, documentation requirements and the legal rights of a service member. 2.4 Explain procedures applying to offenders in custody to subordinates. 2.5 Explain professional standards to be applied in the administration of a summary proceeding to subordinates. 2.6 Explain post-tribunal procedures to subordinates. 2.7 Inform subordinates of the role and jurisdiction of a discipline officer, disciplinary infringements and/or punishments available to a discipline officer and the rights of an accused.
3. Demonstrate procedural aspects related to the administration of a service tribunal	3.1 Show subordinates how to prepare for proceedings including the preparation of personal statements. 3.2 Explain and demonstrate duties of a recorder to subordinates.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM116C Provide advice on service discipline law.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW001 Provide advice on service discipline law

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally
- conducting briefings
- responding to questioning
- listening
- reflecting
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the principles
- equity and diversity principles
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system
- role, duties and powers of a discipline officer

- scales of punishment
- service tribunal procedures and processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW002 Perform the duties of a unit discipline officer

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM117C Perform the duties of a unit discipline officer.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake the duties and responsibilities of a unit discipline officer in the Australian Defence Force (ADF) under the Defence Force Discipline Act (DFDA).

This unit applies to those working as ADF members who may potentially be appointed as unit discipline officers by virtue of their rank.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing specific tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for unit discipline officer hearings	1.1 Receive and interpret appointment to act as a unit discipline officer under the DFDA. 1.2 Confirm jurisdiction for a disciplinary infringement.
2. Deal with infringements	2.1 Conduct unit discipline officer hearings. 2.2 Impose punishments.
3. Finalise unit discipline officer hearings	3.1 Complete infringement notices. 3.2 Conduct post-hearing actions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM117C Perform the duties of a unit discipline officer.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW002 Perform the duties of a unit discipline officer

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally
- questioning and responding to questioning
- conducting briefings
- listening
- reflecting
- conducting interviews
- determining jurisdiction
- displaying empathy and building rapport with colleagues and stakeholders
- interpreting body language
- locating relevant information in relevant references
- making sound judgements
- selecting a punishment appropriate to the circumstances and to the severity of the charge
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF publications
- appeal and petition

- Defence Instructions
- discipline officer appointment
- election
- infringement considerations
- jurisdiction
- procedures
- scale of punishments

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW003 Provide advice on service administrative law

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM122A Provide advice on service administrative law.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to provide advice to subordinates on the procedural aspects and practical application of service administrative law as it relates to the Australian Defence Force (ADF). This is to assist supervisors in the following situations:

- reviewing administrative sanctions
- reviewing the Notice to Show Cause process
- drafting a regress of grievance
- listing common administrative law references
- reviewing administrative law principles
- outlining how administrative law processes apply to common ADF policies such as illicit drugs, equity and diversity, harassment and bullying, sexual harassment, alcohol abuse

This unit applies to those working as members of the ADF.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must have authority to act independently, have or will have responsibility for subordinates, would work under the commander's direction, while performing complex tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare to provide advice on service administrative law	1.1 Identify circumstances that require the provision of advice on service administrative law. 1.2 Analyse circumstances and conduct research within the scope of own responsibility. 1.3 Locate and interpret guidance in relevant administrative law organisational policy documents.
2. Provide information on service administrative law	2.1 Identify and explain policy references on common administrative law issues to subordinates. 2.2 Explain procedures on common administrative law issues and administrative law principles to subordinates. 2.3 Provide assistance to subordinates in preparing common administrative law documents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM122A Provide advice on service administrative law.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW003 Provide advice on service administrative law

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively orally
- conducting briefings
- responding to questioning
- listening
- reflecting
- interpreting relevant policies
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF administrative policies and procedures for sanctions
- ADF drug and alcohol policies
- equity and diversity principles
- origin and structure of the Defence administrative system
- role, duties and powers of administrative decision makers

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW004 Conduct an arrest

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM123A Conduct an arrest.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.4 revised • PC 3.2 and 3.3 merged

Application

This unit describes the skills required to arrest a person under the powers provided by the Defence Act. It includes making the decision to arrest, performing arrests, and preparing and submitting documentation. Defence members, as well as persons who are not Defence members, may be arrested in accordance with the DFDA Powers of Arrest where they are suspected of having committed a service offence. However, each power of arrest varies in terms of its scope, the circumstances giving rise to the power of arrest, and who may carry out the actual arrest.

This unit applies to those working as members of the Australian Defence Force. Arrests under the Defence Force Discipline Act (DFDA) may be carried out by a Defence member or a constable.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing specific tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for arrest	1.1 Identify powers of arrest. 1.2 Take decision to arrest within lawful authority.
2. Perform an arrest	2.1 Arrest offenders without warrant, using the necessary force and place them in custody. 2.2 Ensure the rights of a person under arrest are protected.
3. Conduct after arrest actions	3.1 Assess circumstances and take decision to caution or report. 3.2 Identify, complete and submit relevant documentation. 3.3 Assess circumstances and take decision to notify other parties or not.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM123A Conduct an arrest.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW004 Conduct an arrest

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- making decisions
- making sound judgements
- negotiating
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- common service offences
- equity and diversity principles
- work health and safety principles relating to arrests
- relevant organisational policies and procedures including those relating to Powers of Arrest, limits of authority and arrest
- requirements for arrest without warrant
- rights of the alleged offender

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW005 Conduct a unit level investigation and prefer charges

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM124A Conduct a unit level investigation and prefer charges.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.2; 3.3 and 3.4 merged

Application

This unit describes the skills required to conduct investigation and to prefer charges in accordance with the Defence Force Discipline Act (DFDA) performing the duty of an investigating officer.

This unit applies to those working as investigating officers who operate within the Australian Defence Force and prefer charges in accordance with the DFDA.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in a broad range of contexts. If doubt exists concerning the authority or complexity to investigate a service offence then the Defence Investigative Authority (DIA) is to be contacted for advice. The DIA may deem it appropriate to conduct the investigation or may refer back to the commanding officer to deal with the matter.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the investigation	1.1 Receive and acknowledge tasking as investigating officer. 1.2 Confirm and acknowledge independence. 1.3 Develop investigation plan.
2. Collect and analyse information relevant to the investigation	2.1 Seek and collect information relevant to the Defence issue. 2.2 Seek, collect and record complete and accurate evidence. 2.3 Take decision to search and conduct search within lawful authority.
3. Conduct the interview	3.1 Seek and take statements. 3.2 Conduct interviews relevant to the matter being investigated ensuring interviewees are afforded their legal rights and treated fairly and equitably. 3.3 Prepare and submit documentation.
4. Prefer charges	4.1 Assess evidence against the proofs of the charge and establish a prima facie case. 4.2 Prefer charge. 4.3 Produce charge sheet.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM124A Conduct a unit level investigation and prefer charges.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW005 Conduct a unit level investigation and prefer charges

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- questioning and responding to questioning
- conducting briefings
- listening
- displaying empathy and building rapport with colleagues and stakeholders
- interpreting policies and instructions
- making decisions
- showing sound judgement
- undertaking research
- providing advice that is relevant and appropriate to the circumstances
- developing an Investigation plan
- identifying avenues of inquiry
- identifying conduct or allegation
- identifying the framework (applicable law and policies)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- charging under the DFDA

- discipline law and administrative law policy documents
- discipline officer scheme
- interview techniques
- relevant policies and procedures
- relevant legislation
- investigation powers and limitations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW006 Conduct summary authority proceedings

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM125A Conduct summary authority proceedings.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to conduct service summary trials under the Defence Force Discipline Act (DFDA). These proceedings may include subordinate summary, summary, superior summary.

This unit applies to those working as Defence members who are summary authorities either as an automatic consequence of appointment (such as command) or by an instrument of appointment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with legal support, while performing sophisticated tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct summary trials	1.1 Determine jurisdiction. 1.2 Make a determination by assessing applications and objections. 1.3 Conduct trial proceedings. 1.4 Assess evidence, examine trial documentation and seek clarification. 1.5 Determine guilt or innocence and give a judgement. 1.6 Listen to, interpret and determine validity of plea/s. 1.7 Listen to and interpret prosecutorial advice and mitigation. 1.8 Impose punishment/s and provide reasons.
2. Complete post-trial requirements	2.1 Conduct post-trial procedures. 2.2 Complete, process and store post-trial documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM125A Conduct summary authority proceedings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW006 Conduct summary authority proceedings

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- completing post-trial documentation
- questioning and responding to questioning
- conducting interviews
- deciding the admissibility of evidence
- deciding the guilt of an accused (considering the evidence)
- interpreting relevant Australian Defence Force (ADF) policies
- selecting a punishment for the convicted (considering the circumstances and law)
- undertaking research
- providing advice that is relevant and appropriate to the circumstances
- dealing with evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- types of charges and their proofs
- types of punishments
- relevant references for locating relevant information
- who can issue summonses
- who can issue warrants

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW007 Conduct a quick assessment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM126A Conduct a quick assessment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged

Application

This unit describes the skills required to conduct a quick assessment into an incident or complaint and to report back with recommendations.

This unit applies to those working as members of the Australian Defence Organisation who may be required to conduct a quick assessment of an incident or complaint.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, while performing specific tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct a quick assessment (QA)	1.1 Declare conflict/s of interest or bias when tasked to conduct a QA by QA initiator. 1.2 Gather information from relevant sources. 1.3 Identify occurrence facts and circumstances from collated information. 1.4 Suspend QA and notify QA initiator when Defence Force Discipline Act (DFDA) offence or notifiable incident becomes evident.
2. Report QA results	2.1 Develop QA report and submit to QA initiator. 2.2 Make recommendations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM126A Conduct a quick assessment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW007 Conduct a quick assessment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicate orally and in writing
- questioning and responding to questioning
- conducting interviews
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity principles
- interview techniques
- relevant legislation, policies and procedure

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW008 Conduct a Defence administrative inquiry

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM127A Conduct a Defence administrative inquiry.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct administrative inquiries under the inherent authority of commanders and under the Defence (Inquiry) Regulations. Staff may be appointed to conduct administrative inquiries to determine the facts and circumstances surrounding an incident or situation so that an informed decision may be taken about the action required including, where appropriate, action to avoid a recurrence.

This unit applies to those working as warrant officers and officers of the Australian Defence Force (ADF), and some civilian staff of the Australian Defence Organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, while performing sophisticated tasks in a broad range of contexts. The type of inquiry conducted will be dependent on the level of authority, rank or position.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct an inquiry	<p>1.1 Receive and acknowledge appointment as inquiry officer from appointing authority.</p> <p>1.2 Analyse and discuss inquiry circumstances if necessary, with the appointing authority.</p> <p>1.3 Confirm and acknowledge independence.</p> <p>1.4 Determine course of action by referring to the appropriate Defence publications.</p>
2. Plan an inquiry	<p>2.1 Identify, analyse and clarify inquiry Terms of Reference.</p> <p>2.2 Develop an inquiry plan.</p> <p>2.3 Seek advice where appropriate.</p>
3. Gather and analyse evidence	<p>3.1 Conduct interviews.</p> <p>3.2 Identify, acquire, confirm and analyse evidence.</p> <p>3.3 Provide progress reports in accordance with the Terms of Reference and appointing authority requirements.</p> <p>3.4 Suspend inquiry and notify appointing authority when Defence Force Discipline Act (DFDA) offence or other notifiable incident is suspected.</p>
4. Present inquiry findings	<p>4.1 Draw conclusions and recommendations, based on the evidence gathered and within the boundaries of the terms of reference.</p> <p>4.2 Present inquiry findings in accordance with the Terms of Reference and appointing authority requirements.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM127A Conduct a Defence administrative inquiry.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW008 Conduct a Defence administrative inquiry

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing evidence to form conclusions and recommendations.
- communicating ideas, arguments and conclusions logically
- conducting interviews
- interpreting policies
- preparing complex documents
- identifying the issues surrounding the inquiry

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Defence (Inquiry) Regulations
- inquiry processes
- interview techniques
- relevant Defence publications
- relevant legislation, policies and procedures
- scope of authority of an investigating officer undertaking an administrative inquiry

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW009 Make a Defence administrative decision

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM128A Make a Defence administrative decision.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.1 revised

Application

This unit describes the skills required to manage quick assessment (QA) inquiries and to make administrative decisions that may adversely affect members' rights, interests and expectations and that are within the discretion of the commanding officer (CO) to make.

This unit applies to those working as Defence members who have been given command, either as an automatic consequence of appointment, or by an instrument of appointment, as a CO or as an administrative CO; in some circumstances it is by rank only, irrespective of the position held.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to make an administrative decision	1.1 Determine initial action. 1.2 Instigate quick assessment. 1.3 Initiate administrative sanction.
2. Make an administrative decision	2.1 Assess factors. 2.2 Make administrative decision. 2.3 Inform stakeholders of the decision and its reasons. 2.4 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM128A Make a Defence administrative decision.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW009 Make a Defence administrative decision

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally and in writing
- conducting interviews
- interpreting quick assessment and inquiry reports
- locating and interpreting appropriate guidance in relevant documents
- applying administrative decision making criteria to an ROG of sufficient complexity for which QA and routine inquiry reports are available

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative sanctions
- closed inquiry procedures
- complaints and redress of grievance (ROG)
- imposing and initiating authority
- inquiry instigation, monitoring and planning

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW010 Perform the duties of an appointing officer

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM129A Perform the duties of an appointing officer.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 2.2 revised

Application

This unit describes the skills required to appoint an inquiry officer and/or inquiry assistant in relation to a Defence matter under his/her command or control.

This unit applies to those working as appointing officers that may be:

- Defence Force commanding officer
- officer who has the powers of a formation commander under the Australian Military Regulations 1927
- officer who holds an appointment superior to that of an officer mentioned in the above two points

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Appoint an inquiry	1.1 Ensure a quick assessment (QA) is completed. 1.2 Produce instrument of appointment and Terms of Reference. 1.3 Monitor inquiry report.
2. Action the inquiry report	2.1 Receive inquiry report and confirm against the Terms of Reference. 2.2 Consult subject matter experts. 2.3 Accept or reject findings and recommendations of the inquiry report. 2.4 Implement accepted recommendations. 2.5 Notify stakeholders. 2.6 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM129A Perform the duties of an appointing officer.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW010 Perform the duties of an appointing officer

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- apply criteria and principles
- interpret relevant policies
- interpret QA and inquiry reports
- lead individuals and/or groups
- locate and interpret appropriate guidance in relevant documents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative sanctions
- evidence
- complaints and redress of grievance
- identifying relevant Australian Defence Force (ADF) policies
- imposing authority
- initiating authority
- inquiry instigation
- inquiry monitoring
- inquiry planning
- QAs

- recommendation implementation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW011 Perform the duties of a defending officer at service tribunals

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM130 Perform the duties of a defending officer at service tribunals.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 revised

Application

This unit describes the skills required to act in the defence of an accused person for the purposes of legal trials and hearings as required under the provisions of the Defence Force Discipline Act (DFDA).

This unit applies to those defending an accused service member at summary trials under the Defence Force Disciplinary Act (DFDA).

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts, using discretion and judgement, and taking responsibility for the quality of their outputs.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the case	1.1 Advise the accused of his/her rights to application and objection and of his/her legal options. 1.2 Prepare the case for the tribunal. 1.3 Prepare and dispatch pre-trial documentation. 1.4 Advise prosecution of the accused plea.
2. Defend the accused	2.1 Present the case for the defence in accordance with service discipline protocols, procedures and rules of evidence. 2.2 Articulate issues relating to the defence of the accused to the service tribunal's authority. 2.3 Cross-examine witnesses as required.
3. Finalise the case	3.1 Provide feedback on outcomes of the tribunal to the accused as required. 3.2 Finalise documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM130 Perform the duties of a defending officer at service tribunals.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW011 Perform the duties of a defending officer at service tribunals

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- briefing
- responding to questioning
- listening
- reflecting
- establishing rapport
- negotiating
- resolving conflicts
- preparing statements and completing documentation
- analysing and synthesising information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the rules of evidence, equity and diversity
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system

- role, duties and powers of a discipline officer
- scales of punishment
- service tribunal procedures and processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFLAW012 Perform the duties of a prosecuting officer at service tribunals

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM131 Perform the duties of a prosecuting officer at service tribunals.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prosecute an accused person for the purposes of legal trials and hearings as required under the provisions of the Defence Force Discipline Act (DFDA).

This unit applies to those prosecuting an accused service member at summary trials under the Defence Force Disciplinary Act (DFDA).

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts. They would use discretion and judgement, and take responsibility for the quality of their outputs.

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

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare the prosecution's case	1.1 Advise the accused of the charges preferred against him/her. 1.2 Research the prosecution's case. 1.3 Prepare and dispatch pre-trial documentation.
2. Present the prosecution's case	2.1 Present prosecution's case in accordance with service discipline protocols, procedures and rules of evidence. 2.2 Communicate issues relating to the prosecution of the accused to the service tribunal's authority. 2.3 Cross examine witnesses and accused.
3. Finalise the case	3.1 Provide feedback on outcomes of the tribunal to the relevant authorities. 3.2 Finalise documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM131 Perform the duties of a prosecuting officer at service tribunals.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFLAW012 Perform the duties of a prosecuting officer at service tribunals

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- reflecting
- preparing statements and completing documentation
- analysing and synthesising information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the rules of evidence, equity and diversity
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system
- role, duties and powers of a discipline officer
- scales of punishment
- service tribunal procedures and processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL001 Use personal camouflage and concealment in a threat environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM001B Use personal camouflage and concealment in a threat environment.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice• PC 1.1, 1.2 and 1.3 merged• PC 2.2, 2.3 and 2.4 merged• PC 3.4 remove• PC 3.6 revised

Application

This unit describes the skills required to reduce one's personal signature in a threat environment. Detection capabilities may include:

- aural
- electronic (e.g. radio)
- olfactory
- thermal
- visual

This includes camouflaging oneself (and own personal equipment), concealing movement and minimising signs.

This unit was developed for those working as Defence personnel required to use personal camouflage and concealment in a deployed threat environment, but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of contexts that are sometimes unfamiliar and unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply appropriate camouflage and concealment techniques	<p>1.1 Assess environment and tactical situation to apply appropriate camouflage and concealment techniques.</p> <p>1.2 Assess threat's detection capabilities and identify weaknesses for exploitation.</p> <p>1.3 Maintain personal camouflage.</p>
2. Minimise personal signature	<p>2.1 Prepare and pack personal equipment.</p> <p>2.2 Minimise personal signature, shadow, odours.</p> <p>2.3 Minimise or avoid electronic signature which may include radios, mobile phones and emergency positioning devices.</p> <p>2.4 Avoid detection while preparing and consuming rations.</p> <p>2.5 Communicate using non-verbal signals.</p> <p>2.6 Carry and/or dispose of waste in a fashion that minimises detection.</p>
3. Minimise personal signature when on the move	<p>3.1 Select a route that minimises detection or retards the ability and/or desire for the threat to track and pursue.</p> <p>3.2 Move according to environment and tactical situation.</p> <p>3.3 Minimise silhouetting.</p>

	<p>3.4 Minimise spoor displacement.</p> <p>3.5 React to unexpected incidents such as a shot, flare, shout or tripping device.</p> <p>3.6 Select rest areas that provide optimum concealment and refurbish them upon leaving to remove evidence of stay.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading N/A					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM001B Use personal camouflage and concealment in a threat environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL001 Use personal camouflage and concealment in a threat environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling and carrying personal equipment
- undertaking movement by day or night
- reacting appropriately to unexpected incidents
- using visual scanning
- using non-verbal signals
- applying appropriate camouflage and concealment techniques
- minimising signature at the halt and when on the move

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ability of technology
- information that can be obtained through examination of waste
- issues influencing personal camouflage
- methods of packing
- non-verbal signals
- WHS techniques
- physical environment
- principles of camouflage and concealment

- reasons why things are seen/compromised
- tactical situation
- threat detection capabilities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL002 Operate night fighting equipment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM002C Operate night fighting equipment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged • All PC in elements 1 and 2 revised

Application

This unit describes the skills required to operate night fighting equipment in a threat environment. Night fighting equipment:

- is a collective term that refers to image intensification equipment
- is normally used in conjunction with weapons in low light conditions
- improves natural vision when other forms of illumination may not be suitable

This unit was developed for military personnel within a combat zone in Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks, in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and operate night fighting equipment	1.1 Prepare, handle and adjust night fighting equipment applying Defence work health and safety (WHS) requirements for night fighting equipment. 1.2 Operate and handle night fighting equipment applying Defence WHS requirements for night fighting equipment and laser safety. 1.3 Apply fire with service weapons using night fighting equipment.
2. Maintain night fighting equipment	2.1 Inspect, maintain and store night fighting equipment. 2.2 Report faults, damage and/or deficiencies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM002C Operate night fighting equipment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL002 Operate night fighting equipment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- understanding and carrying out orders
- handling weapons and night fighting equipment safely
- interpreting fire control orders
- using night fighting equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- night vision theory
- WHS requirements for using night fighting equipment and weapons

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL003 Operate a service rifle

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM101C Operate a service rifle.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.4 removed • PC 4.1 and 4.2 merged

Application

This unit covers the competency required to operate any current in service rifle. Operating a service rifle involves the ability to safely handle, maintain, operate and fire the service rifle.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts, focussing on applying safety requirements.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service rifle	1.1 Handle and carry service rifle. 1.2 Identify, select and handle ammunition.
2. Maintain a service rifle	2.1 Strip and assemble service rifle. 2.2 Clean and service rifle and associated equipment as required. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a service rifle	3.1 Fill and empty service rifle magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment.
4. Fire a service rifle	4.1 Fire service rifle complying with Range Safety Brief and Practice Brief. 4.2 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM101C Operate a service rifle.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL003 Operate a service rifle

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating the weapon without any safety breaches
- adopting appropriate firing position
- aiming the service rifle
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon using, as a minimum, ball ammunition
- recognising the limit of own authority
- passing weapons training test
- firing the weapon qualification practice

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the rifle and ammunition
- cycle of operation of the service rifle
- degrees of weapon readiness
- WHS requirements
- marksmanship principles

- range safety
- safety precautions of the service rifle
- types of targets

Assessment Conditions

Competency should be assessed using live ammunition on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include 'dry' assessment to ensure that a safe environment is maintained.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL004 Operate a light support weapon

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM102C Operate a light support weapon.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 4.2 removed

Application

This unit describes the skills required to operate a light support weapon. This includes handling, maintaining, operating and firing the light support weapon and obtaining satisfactory engagement accuracy. The light support weapon would usually be carried and fired from the shoulder.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts that could be unpredictable, focussing on applying safety requirements.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a light support weapon	1.1 Handle and carry light support weapon. 1.2 Identify, select and handle ammunition. 1.3 Secure light support weapon.
2. Maintain a light support weapon	2.1 Strip and assemble light support weapon. 2.2 Clean light support weapon and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a light support weapon	3.1 Fill and empty light support weapon magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions according to environment and threat. 3.5 Employ weapon equipment.
4. Fire a light support weapon	4.1 Fire light support weapon. 4.2 Identify and engage targets. 4.3 Comply with safety brief and/or practice brief when firing the weapon.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM102C Operate a light support weapon.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL004 Operate a light support weapon

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the light support weapon
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon using, as a minimum, ball ammunition
- recognising the limit of own authority
- passing the weapon training test
- passing the qualification practice

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the light support weapon and ammunition
- cycle of operation of the light support weapon
- degrees of weapon readiness
- WHS requirements
- marksmanship principles

- range safety
- safety precautions of the light support weapon
- types of targets

Assessment Conditions

Competency should be assessed using live ammunition on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include 'dry' assessment to ensure that a safe environment is maintained.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL005 Operate a service hand grenade

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM103C Operate a service hand grenade.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged • All PC in elements 1 and 2 revised • PC 3.2, 3.3 and 3.6 merged • PC 3.4 and 3.5 removed

Application

This unit describes the skills required to operate a service hand grenade, which may include drill, high explosive, and practice grenades. This includes handling, maintaining, throwing the grenade and obtaining a satisfactory throwing accuracy.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts that could be unpredictable, focussing on applying safety requirements.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle and maintain a service hand grenade	1.2 Identify and select service hand grenade in accordance with supervisor's instructions and operational requirements. 1.3 Handle and carry service hand grenade. 1.4 Secure service hand grenade. 1.5 Clean service hand grenade.
2. Operate a service hand grenade	2.1 Conduct grenade drills. 2.2 Throw the grenade after adopting throwing position and by applying throwing principles complying with Range Safety Brief and Practice Brief.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM103C Operate a service hand grenade.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL005 Operate a service hand grenade

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating use of a hand grenade while applying recognised safety precautions
- conducting all grenade drills
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the service hand grenade
- WHS requirements
- range safety
- weapon drills

Assessment Conditions

Competency should be assessed using a live grenade usually on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include 'dry' assessment to ensure that a safe environment is maintained.

The assessment must include the handling and throwing of live HE grenades and achievement of blast effect on the targets.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL006 Operate in a threat environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM104C Operate in a threat environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • PC 1.2 and 1.3 merged, 2.1 and 3.1 merged, 2.2 and 3.2 merged

Application

This unit describes the skills required to apply offensive and defensive operational procedures as a member of a team within a threat environment. These operational methods are based on principles that support the conduct of any mission carried out in a threat environment.

This unit was developed for combat arms personnel within an operational zone in Defence but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing specific tasks, in a range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply fieldcraft techniques	1.1 Receive, interpret and carry out orders and instructions. 1.2 Apply fieldcraft techniques while carrying out tasks.
2. Employ defensive and offensive measures	2.1 Employ defensive and/or offensive measures. 2.2 Deal with enemy offensive and/or defensive measures and tactics.
3. Comply with the conventions of armed conflict	3.1 Comply with laws of armed conflict. 3.2 Follow Rules of Engagement, Orders for Opening Fire and Orders for Use of Force. 3.3 Guard prisoners of war in accordance with the laws of armed conflict and operational requirements. 3.4 Care for and protect prisoners of war, captured persons, detainees and civilians.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCEM104C Operate in a threat environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL006 Operate in a threat environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying obstacle crossing drills
- applying mine and booby trap incident drills
- digging fighting pits to directed specifications
- erecting wire obstacles under supervision
- handling detainees, prisoners of war and civilians
- hardening fighting positions
- undertaking tactical movement on foot
- employing fieldcraft, offensive and defensive measures
- complying with the Laws of Armed Conflict

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of fieldcraft
- Rules of Engagement
- detection avoidance techniques
- duties and responsibilities of an individual member of a tactical team
- field routine within a tactical environment
- Laws of Armed Conflict

- Orders for Opening Fire
- Orders for the Use of Force
- tactical terminology and orders
- use of field equipment: webbing, hoochie, rope, military pack

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL007 Participate in ceremonial activities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM105C Participate in ceremonial activities.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform ceremonial drill movements and to participate in ceremonial activities. Ceremonial drill fosters discipline, team work and a sense of collective identity while providing an appropriate means to physically commemorate the unique history, customs and traditions of military service.

This unit applies to those working as members of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both individually and as part of a team, under direct supervision, performing specific tasks in a limited range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for ceremonial activities	1.1 Prepare clothing, accessories and equipment for drill and ceremonial activities. 1.2 Practise drill movements to achieve the required standards.
2. Participate in ceremonial activities	2.1 Wear clothing, accessories and equipment to the high standard required for ceremonial activities. 2.2 Execute all drill movements as required for the relevant ceremonial activity.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM105C Participate in ceremonial activities.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL007 Participate in ceremonial activities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- performing ceremonial drill manoeuvres, including: turns and inclines at the halt and on the march, conducting drill with arms, performing eyes right and left, open and close order on the march, forming ranks, standing at ease, standing easy, advancing in review order
- leaving ranks, reporting to an officer and being dismissed
- performing salutes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fronts and flanks
- generic parade sequences
- meaning of words of command
- preparation of clothing and equipment in accordance with Standing Orders for Dress
- purpose of drill
- types of ceremonial activities that employ drill

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Competency should be demonstrated during the preparation and conduct of a ceremonial activity with the candidate participating in a ceremonial activity that can be simulated.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL008 Display the attributes of Defence personnel

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM106C Display the attributes of an Australian soldier.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 revised

Application

This unit describes the skills required to work ethically while upholding the relevant values and exhibiting the qualities required by members of the Australian Army regardless of the environment.

This unit applies to those working as members of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks, in a broad range of contexts that could be unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Uphold the values and ethos of the Australian Army	1.1 Reflect Australian army values in all actions and behaviours. 1.2 Assimilate ethos of the Australian Army.
2. Exhibit the qualities of an Australian soldier	2.1 Demonstrate self-discipline. 2.2 Maintain standards of dress and bearing. 2.3 Maintain a positive attitude to military service. 2.4 Comply with organisational policies and guidelines in personal work practices and relationships with colleagues. 2.5 Provide impartial, substantiated, accurate and complete verbal and written advice and reports. 2.6 Use public resources in accordance with Australian Army ethical standards and guidelines.
3. Deal with ethical situations	3.1 Comply with organisational policies/codes on the prevention and reporting of unethical conduct. 3.2 Report unethical conduct. 3.3 Resolve or refer situations which pose ethical problems.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM106C Display the attributes of an Australian soldier.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL008 Display the attributes of Defence personnel

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

At least two ethical problems should be posed requiring a response or action that can be assessed.

- being aware of self and others
- developing character
- displaying daily living skills
- displaying dedication to duty, initiative, loyalty and honour, mateship and team work, the will to win, physical and moral courage, compassion and honesty towards others
- coping with the demands of service life
- performing tasks within a military context
- accepting new challenges that are a feature of service life
- recognising the fundamental importance of the military team

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational drug policy
- organisational security
- arrest, charges, rights of an accused
- corps functions within the Army

- customs, uniforms and ranks of the Army
- Defence Force Discipline Act and common military offences
- history and characteristics of the Australian soldier
- organisation of the Army
- performance assessment system
- requirement for soldierly conduct

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Individuals should be observed and questioned when ethical issues arise during the conduct of routine tasks.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL009 Integrate into the Defence working environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFDC001B Integrate into the cadet working environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2, 1.8 and 2.2 removed • PC 2.1 and 2.4 merged

Application

This unit describes the skills required by young Australians to integrate themselves into a challenging, military like, work environment.

This unit applies to cadets with a range of experiences and challenges who will develop skills and values that will usually include team work, leadership, work ethos, self-discipline, self-reliance and initiative.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would perform routine tasks under direct supervision in small range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify organisational requirements	<p>1.1 Comply with protocols for dealing with Australian Defence Force Cadet and Australian Defence Force personnel and with policies and procedures including WHS.</p> <p>1.2 Communicate within the organisation.</p> <p>1.3 Seek assistance within the organisation as required.</p> <p>1.4 Carry out personal administration requirements.</p> <p>1.5 Maintain standards of dress and bearing.</p> <p>1.6 Display Australian Defence Force Cadet code of ethical conduct and cadet organisation values.</p>
2. Participate in personal development activities	<p>2.1 Implement team work while participating in activities.</p> <p>2.2 Follow directions from superior and plan activities to achieve the desired outcome.</p> <p>2.3 Seek and act upon formal and informal performance feedback.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFDC001B Integrate into the cadet working environment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL009 Integrate into the Defence working environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access

Knowledge Evidence

Not For Public Access

Assessment Conditions

Not For Public Access

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL010 Operate a 22 gauge rifle

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM006B Operate a 22 gauge rifle.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • Elements 3 and 4 merged

Application

This unit describes the skills required to operate a single bolt action 22 calibre long rifle on a legal range. Operating a 22 gauge rifle involves the ability to safely handle, maintain, operate and fire the 22 gauge rifle. The operator must be familiar with the characteristics and capabilities of the rifle.

This unit applies to those required to operate a 22 gauge rifle.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision and will always operate under direct orders. They would perform specific tasks in a known context.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Safely handle a 22 gauge rifle	1.1 Handle and carry a 22 gauge rifle. 1.2 Identify, select and handle ammunition. 1.3 Secure a 22 gauge rifle.
2. Safely maintain a 22 gauge rifle	2.1 Strip and assemble a 22 gauge rifle. 2.2 Clean and service a 22 gauge rifle and associated equipment. 2.3 Identify and rectify defects within limits of authority or report to supervisor. 2.4 Complete documentation.
3. Safely operate a 22 gauge rifle	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Employ weapon equipment. 3.4 Fire a 22 gauge rifle 3.5 Comply with range safety brief and practice brief when firing a 22 gauge rifle. 3.6 Recognise problems and take actions. 3.7 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM006B Operate a 22 gauge rifle.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL010 Operate a 22 gauge rifle

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- interpreting fire control orders
- conducting the following firearm drills:
 - degrees of weapon readiness
 - immediate action and stoppage
 - safety precautions including checking clearances
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the rifle and ammunition
- degrees of weapon readiness
- marksmanship principles
- safety precautions of the 22 gauge rifle
- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Competency should be assessed using live ammunition on a live firing range.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL011 Conduct individual and collective ceremonial drill

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM132 Conduct individual and collective ceremonial drill.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise groups in the conduct of collective ceremonial drill movements and to perform specific individual drill movements with a cane, including:

- advance in review order
- change from slow to quick time and quick to slow time
- form two ranks from three and three ranks from two
- forms in slow and quick time
- march in line in slow and quick time
- open and close order on the march

Collective ceremonial drill fosters discipline, team work and a sense of collective identity while providing an appropriate means to physically commemorate the unique history, customs and traditions of military service.

This unit was developed for Defence personnel who are required to participate in and lead ceremonial drill, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in mainly predictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Supervise collective ceremonial drill	1.1 Identify appropriate type of collective ceremonial drill activity. 1.2 Plan for a collective ceremonial drill activity. 1.3 Conduct collective drill instruction in accordance with prescribed format. 1.4 Set and display standards of dress, bearing and collective drill movements.
2. Perform cane drill	2.1 Rehearse cane drill movements and correct faults. 2.2 Perform cane drill movements in accordance with the manual.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCEM132 Conduct individual and collective ceremonial drill.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL011 Conduct individual and collective ceremonial drill

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating interactively with others using words of command
- leading by example
- performing drill movements
- controlling a team/group

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- drill and ceremonial orders of dress
- format for the conduct of collective drill lessons
- formations for ceremonial drill
- work health and safety (WHS)
- protocol for funerals and guards of honour
- purpose of national flag and methods of paying compliments
- types of colours, flags and banners; entitlements, display and paying of compliments
- words of command required to direct ceremonial occasions

Assessment Conditions

Competency should be assessed in the workplace or in a simulated workplace environment and must be demonstrated over time covering all of the following drill movements:

- beating the retreat
- birthday, graduation and passing out parades
- catafalque parties
- freedom of entry to towns or cities
- funerals
- guards
- presentation of colours, guidons or banners
- unit parades

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL021 Observe and monitor hostile areas to detect targets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC A001B Operate remote sensors to detect targets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to observe and/or listen for targets remote from the target acquisition assets and to provide information to stakeholders. This observation is normally conducted by at least two people; one person will be the observer and one will record the data. This unit covers both roles.

This unit was developed for those working in Defence as combat arms personnel required to observe and/or listen for targets remote from the target acquisition assets and to provide information to stakeholders in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in pairs under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy vantage point and maintain concealment. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared.
2. Detect target/s	2.1 Establish target position via aural and visual observation, and estimate bearing and distance. 2.2 Identify and classify threat (if present) through visual or aural recognition, or by crater analysis. 2.3 Estimate enemy capability. 2.4 Monitor hostile action from prepared position. 2.5 Maintain communications with stakeholders.
3. Provide information on target to stakeholders	3.1 Describe target to stakeholders. 3.2 Maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA001B Operate remote sensors to detect targets.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL021 Observe and monitor hostile areas to detect targets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- occupying and establishing a vantage point/observation post
- observing and monitoring a selected area
- identifying a threat through visual or aural means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communication procedures
- safety associated with the operations
- situational awareness

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL022 Operate remote sensors to detect targets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCFA002B Operate remote sensors to detect targets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to install sensors as directed by the operational plan in order to detect targets and to provide information to a remote control facility.

This unit was developed for those working in Defence as combat arms personnel required to install sensors as directed by the operational plan in order to detect targets and to provide information to a remote control facility in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and will be under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for operation	1.1 Receive purpose and requirement of the surveillance activity from written or verbal instructions issued by supervisor. 1.2 Confirm task specifications and clarify where necessary with supervisor. 1.3 Identify and select surveillance equipment required for the task. 1.4 Check surveillance equipment for serviceability.
2. Prepare and maintain a location	2.1 Occupy designated position, establish reference points and document information. 2.2 Deploy surveillance equipment. 2.3 Confirm optimal configuration with supervisor. 2.4 Test equipment to ensure functionality. 2.5 Camouflage site. 2.6 Maintain communications with stakeholders. 2.7 Conduct operational maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA002B Operate remote sensors to detect targets.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL022 Operate remote sensors to detect targets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting equipment maintenance
- applying fieldcraft skills including tactical movement and camouflage
- selecting the appropriate configuration and location of remote sensors
- installing and maintaining remote sensors physically
- maximising the desired coverage of hostile areas

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and effects of hostile and friendly equipment and weapons
- nature of the threat environment
- relevant WHS constraints
- Rules of Engagement
- sensor equipment characteristics and limitations
- tactical techniques and procedures
- target recognition

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL023 Operate a radar to locate targets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA003B Operate a radar to locate targets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to operate a radar in order to locate targets and to provide information as directed by the operational plan. Operation of the radar may include: classification, identification, location and navigation.

This unit was developed for those required to operate a radar but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and under direct or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up radar	1.1 Prepare radar for operation. 1.2 Initialise radar. 1.3 Confirm operational performance and accuracy of the radar and take action where performance is out of limits. 1.4 Detect and discount misrepresentations and false echoes.
2. Operate radar	2.1 Interpret and use radar data to assist command decisions, taking into account known limitations and errors associated with the equipment. 2.2 Resolve faults or difficulties within the operator's ability. 2.3 Refer any faults or difficulties beyond the operator's ability to correct to supervisor and take action as directed. 2.4 Provide data to supervisor or user. 2.5 Complete administration. 2.6 Conduct operational maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA003B Conduct military searches.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL023 Operate a radar to locate targets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting equipment maintenance
- applying fieldcraft skills including tactical movement and camouflage
- carrying out each operator task

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and effects of hostile and friendly equipment and weapons
- nature of the threat environment
- radar equipment characteristics and limitations
- relevant WHS constraints
- Rules of Engagement
- tactical techniques and procedures
- target recognition

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL024 Conduct military searches

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC A004B Conduct military searches.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed • PC 2.3 and 3.2 revised

Application

This unit describes the skills required to conduct military searches of areas, routes, vehicles, buildings, property and people to find items of equipment and other material intended to cause harm to individuals and groups and destroy or damage property. It includes detecting, identifying and reporting the presence of any weapon, device or other object intended to cause harm and taking measures to prevent and/or minimise any loss or damage to persons or property. On detecting a device the individual is not responsible for ongoing management of the incident or rendering the device safe.

This unit was developed for those working as combat arms personnel in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of contexts that could be highly unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for search operations	1.1 Identify purpose, timing, environment and type of search from supervisor. 1.2 Establish and maintain the location of other individuals engaged in the search. 1.3 Select and use appropriate personal protective equipment. 1.4 Identify, obtain, inspect and test tools and search equipment appropriate to the type of search and report any faults. 1.5 Deploy to an incident site or search area. 1.6 Coordinate the preparation of the search site and the conduct of searches with other agencies.
2. Search buildings, structures, property, vehicles, equipment, personnel and the environment	2.1 Erect barriers and signs, as required, to slow down or stop pedestrian and/or vehicular traffic and to direct them to checkpoints for search. 2.2 Carry out search drills/procedures applicable to the type of search. 2.3 Identify presence of unauthorised personnel and/or suspect items and material. 2.4 Secure unauthorised personnel and/or suspect items or take other relevant action. 2.5 Protect potential evidence and/or other items or material of interest from contamination, improper handling or removal. 2.6 Record information and complete reports.
3. Maintain and clean site and equipment	3.1 Return any items removed from suspects or the area for further examination in the condition found. 3.2 Conduct periodic and routine maintenance of equipment. 3.3 Identify and report faulty/defective equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA004B Conduct military searches.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL024 Conduct military searches

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting and using items of equipment appropriate to the type of search and the environment
- employing correct search drills and procedures for personnel and property
- protecting evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements
- policies and procedures, government legislation and international conventions related to conducting searches
- safety and security of persons and property during searches
- duty of care
- teamwork principles and strategies
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening
- written communication to a level required to complete workplace forms and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL025 Operate Defence communications equipment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCFA011 Operate Defence communications equipment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • Elements 1 and 2 merged

Application

This unit describes the skills required to select, set up, inspect, operate and maintain communications equipment prior to deployment and once in location. The unit also covers the ability to manage contingencies such as lost communications, jamming and interference, and implementing the necessary protocols to maintain or re-establish communications. The individual will also be responsible for establishing and maintaining communications. Compliance with radio telephone procedure, including authentication procedures, is an essential part of this unit.

This unit was developed for those working as combat arms personnel required to operate communications equipment in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use communications systems and equipment	<p>1.1 Select, inspect and test communication equipment appropriate to the task and report faults.</p> <p>1.2 Set up and operate communication equipment using authorised radio telephone procedure.</p> <p>1.3 Utilise communication systems to facilitate the transmission and reception of voice and data.</p> <p>1.4 Acknowledge contact, confirm communication and take action as required.</p> <p>1.5 Manage communication faults and deficiencies and utilise alternative communication strategies when required.</p> <p>1.6 Process and record communications.</p>
2. Maintain communications equipment	<p>2.1 Apply fault finding techniques and conduct basic maintenance and routine servicing.</p> <p>2.2 Identify faulty equipment, note for repair by completing documentation.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA011 Operate Defence communications equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL025 Operate Defence communications equipment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying basic equipment faults
- operating current radio equipment, including secure equipment
- reporting communications faults and deficiencies
- using radio telephone procedure, including codes
- utilising communications systems
- setting up and operating the current in-service, secure and insecure, communications equipment
- utilising correct radio telephone procedure
- maintaining communications using alternative strategies when contact is lost

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- classified material handling procedures
- communications protocols, policy and procedures relevant to the operation of communications equipment
- composition of teams and roles and responsibility of team members
- message formats
- principles of teamwork and teams, aims and objectives
- radiation hazard (RADHAZ) awareness

- radio telephone procedure, including the use of codes
- range of communications equipment and accessories available
- security procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL026 Perform an individual static line parachute descent

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA012 Perform an individual static line parachute descent.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 4.5 removed • PC 4.6 revised

Application

This unit describes the skills required to perform static line parachute descents carrying combat equipment by day or night. The addition of combat equipment adds considerable weight and bulk which affects all aspects of the descent.

This unit was developed for Defence personnel required to perform static line parachute descents carrying combat equipment in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for static line parachute descent carrying combat equipment	1.1 Confirm instructions to conduct a static line parachute descent with combat equipment. 1.2 Select and fit equipment and inspect for serviceability. 1.3 Quarantine and report unserviceable equipment.
2. Complete on board aircraft procedures carrying combat equipment	2.1 Board aircraft with equipment and position and secure both self and equipment. 2.2 Communicate verbally and non-verbally with other personnel on board. 2.3 Carry out safety checks.
3. Exit from the aircraft and descend carrying combat equipment	3.1 Exit aircraft carrying combat equipment using approved techniques. 3.2 Conduct relevant drills to detect and rectify malfunctions. 3.3 Maintain situational awareness maintained during day or night descents. 3.4 Communicate verbally and non-verbally with other paratroopers as required. 3.5 Control canopy using basic flight and canopy control techniques. 3.6 Carry out in flight combat equipment drills. 3.7 Assess emergency situations and apply the correct drills to rectify the situation.
4. Land on a drop zone with combat equipment	4.1 Identify designated drop zone. 4.2 Lower combat equipment. 4.3 Apply landing and/or emergency landing techniques to land in accordance with environmental conditions. 4.4 Apply harness release and drag procedures. 4.5 Clear drop zone.
5. Complete static line post descent procedures	5.1 Review performance during the individual static line parachute descent. 5.2 Complete log card.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA012 Perform an individual static line parachute descent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL026 Perform an individual static line parachute descent

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying situational awareness during canopy flight
- using exit techniques canopy control techniques landing techniques
- carrying out basic flight drills malfunction drill
- applying harness release and drag procedures
- conducting individual safety checks
- undertaking day or night static line parachute descents while carrying combat equipment
- applying approved procedures, techniques and drills for exiting aircraft, canopy flight and landing while carrying combat equipment
- applying correct drills for emergency situations while carrying combat equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- emergency situations

Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations, including a number of individual static line parachute descents with combat equipment and including at least one night descent, supported by simulated malfunctions and other emergencies.

Competency must be assessed during the preparation and performance of actual static line parachute descents by day or night carrying combat equipment, although due to safety limitations, assessment of the individual's response to malfunctions and other emergencies will need to be undertaken in a simulated environment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL027 Perform a team free fall parachute descent

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCFA013 Perform a team free fall parachute descent.</p> <ul style="list-style-type: none"> • Unit code updated. • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 and 3.3 merged • Element 5 all PC reordered

Application

This unit describes the skills required to perform a free fall parachute descent, carrying combat equipment, as part of a team. Descents commence from an altitude below 12 000 feet above mean sea level and land on a drop zone during day and night. Team military free fall parachute descents are a method of deploying a team from an aircraft into an operational area and involve the exercise of both individual and team responsibilities.

This unit was developed for military personnel required to perform a free fall parachute descent in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a team free fall parachute descent with combat equipment	1.1 Confirm instructions to conduct a team free fall parachute descent. 1.2 Select, fit and pack equipment and inspect for serviceability. 1.3 Quarantine and report unserviceable equipment. 1.4 Rehearse conduct of the descent with team members prior to boarding the aircraft.
2. Complete on board aircraft procedures with combat equipment	2.1 Board aircraft with equipment and position and secure self and equipment. 2.2 Communicate verbally and non-verbally with other personnel on board. 2.3 Carry out safety checks.
3. Exit from the aircraft and descend by free fall as a member of a team while carrying combat equipment	3.1 Exit the aircraft using team techniques. 3.2 Establish and maintain stability in free fall flight and recover from instability when necessary. 3.3 Establish and maintain relative position within the team. 3.4 Maintain situational awareness during day and night descents. 3.5 Carry out individual and team free fall positions and manoeuvres. 3.6 Communicate verbally and non-verbally with other paratroopers as required.
4. Control a ram air canopy descent as a member of a team while carrying combat equipment	4.1 Activate parachute to open at a designated time or height. 4.2 Conduct relevant drills to detect and rectify malfunctions and routine opening problems. 4.3 Identify team leader and team members after canopy opening during day and night descents. 4.4 Maintain team day and night descent using canopy control and manoeuvre techniques. 4.5 Conduct controllability checks and malfunction drills.

	4.6 Assess contingency and emergency situations and apply the correct drills to rectify the situation.
5. Land on a drop zone as a member of a team while carrying combat equipment	5.1 Identify designated drop zone marking and wind indicators for day and night descents and plan target approach. 5.2 Lower combat equipment at the correct height during approach. 5.3 Apply target approach techniques to land in accordance with environmental conditions. 5.4 Complete emergency landings drills. 5.5 Apply harness release and drag procedures. 5.6 Clear drop zone without adversely affecting other team members.
6. Complete free fall post descent procedures	6.1 Review performance during team free fall parachute descent. 6.2 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA013 Perform a team free fall parachute descent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL027 Perform a team free fall parachute descent

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining situational awareness during free fall descent and canopy flight
- using exit techniques, canopy control techniques, landing techniques
- maintaining free fall positions
- carrying out activation drills, malfunction drills, emergency drills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- controllability checks
- effect of environmental conditions on parachuting
- contingency and emergency situations while carrying combat equipment

Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations involving a number of team parachute descents carrying combat equipment, supported by simulated opening problems, malfunctions and other contingencies and emergencies.

Competency must be assessed during the preparation and performance of actual free fall parachute descents as part of a team, carrying combat equipment, although due to safety limitations, assessment of the individual's response to routine problems, malfunctions and other contingencies and emergencies will need to be undertaken in a simulated environment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL028 Navigate in remote and unmodified landscapes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA014 Navigate in remote and unmodified landscapes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to navigate in remote and unmodified landscapes. In the context of this unit an unmodified landscape is one with few modifications to the natural surface or the natural environment so that track alignment is indistinct and signage is generally not provided. The area may include steep sections of unmodified surfaces and other difficult terrain and man-made hazards. In a military context the navigation can be conducted on foot (for example; infantry) or by vehicle (for example; armour). This unit of competency requires the individual to navigate by both day and night to a destination, within standard tolerances of accuracy, without the use of electronic navigation aids such as GPS.

This unit was developed for military personnel required to operate in remote and unmodified landscapes usually in a deployed operational environment, but is applicable to any individual who is required to navigate in remote and unmodified landscapes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use a map	1.1 Select the type of map(s) suitable for the activity. 1.2 Identify possible sources of error and inaccuracies on the map. 1.3 Identify symbols and information contained on the map that may be used in navigation. 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation.
2. Use a compass	2.1 Identify the essential features of a compass. 2.2 Use a compass to maintain a designated course. 2.3 Use a compass to reflect understanding of factors which affect accuracy.
3. Plan a route in unmodified landscapes	3.1 Apply symbols and information contained on the map to plan an efficient route/course suitable to navigation and equipment. 3.2 Obtain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information. 3.3 Identify hazards and obstacles to the route. 3.4 Prepare a navigation data sheet/route card. 3.5 Identify emergency or contingency routes.
4. Navigate in unmodified landscapes	4.1 Maintain orientation of map to surroundings. 4.2 Identify possible sources of navigation error in specific locations. 4.3 Demonstrate combined use of map, compass and other techniques whilst following a route in unmodified landscapes. 4.4 Demonstrate techniques for distance estimations of travel in the absence of identifying features. 4.5 Maintain the designated course whilst bypassing hazards and obstacles.

	<p>4.6 Demonstrate maintenance of a course in unmodified landscapes.</p> <p>4.7 Fix position accurately and regularly using a combination of appropriate navigation techniques.</p> <p>4.8 Choose route for the surroundings and conditions.</p> <p>4.9 Fix position and identify unknown features using navigation techniques when lost.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA014 Navigate in remote and unmodified landscapes.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL028 Navigate in remote and unmodified landscapes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying problem solving techniques
- maintaining a compass bearing in poor visibility and/or extreme conditions
- observing surroundings
- making decisions
- plotting a navigation route accurately and within accepted tolerances when following a route
- maintaining positional awareness
- reacting effectively to changes in the operating environment that require re-planning
- navigating both by day and night
- navigating without the use of electronic navigation aids such as GPS
- calculating speed, distance and estimating time taken

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cartographic symbols and legends
- grid/magnetic conversion
- map and chart types
- methods for determining current location
- route planning techniques and calculations

- factors affecting navigation techniques in extreme environmental conditions
- map types and sources of error
- use of a compass and factors that affect their accuracy
- route planning and issues that should be considered in extreme environmental conditions
- estimation of travelling times in unmodified landscape and/or difficult terrain/conditions
- techniques for estimating distance travelled in poor visibility
- back bearings and resections
- techniques to navigate around obstacles

Assessment Conditions

Competency should be demonstrated navigating a route on a minimum of three occasions; with at least two navigations being conducted at night. The route should contain a number of legs requiring one or more changes in direction.

Competency must be assessed in an area that has an unmodified landscape.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL029 Supervise combat operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCFA015 Supervise combat arms operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 3.5 and 4.1 removed

Application

This unit describes the skills required to command, lead and manage a combat organisation or detachment of up to 30 personnel under extreme conditions in a high risk environment. Members of the organisation or detachment may be drawn from military personnel from the armoured, artillery, engineer or infantry corps or a group made up of personnel from more than one corps.

This unit was developed for combat personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently or as part of a team, under indirect supervision. They use discretion and judgement, lead by example and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable and demanding contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify tasks and collect appropriate information	1.1 Determine requirement to conduct combat tasks from orders, and identify and apply appropriate standard procedures. 1.2 Determine and manage constraints imposed on tasks. 1.3 Identify and address training requirements. 1.4 Identify and manage resource requirements. 1.5 Report shortfalls/problems through the chain of command.
2. Plan and prepare for combat tasks	2.1 Identify and analyse information and intelligence in support of operations. 2.2 Identify and manage risk. 2.3 Conduct decision making process. 2.4 Identify and advise combat elements appropriate to the task. 2.5 Manage in-service resources allocated to the task. 2.6 Adjust plans to accord with resource availability. 2.7 Prepare and issue orders to combat organisations indicating their missions, tasks, resources, constraints and limitations. 2.8 Supervise and conduct battle procedure. 2.9 Liaise with stakeholders.
3. Conduct combat operations	3.1 Employ and/or coordinate appropriate supporting battlespace operating systems. 3.2 Modify plans to reflect changes in effort, resources and support. 3.3 Conduct operations as ordered, reallocating/adjusting resources to meet operational requirements. 3.4 Monitor operations to ensure efficiency of their conduct and achievement of the mission. 3.5 Action reported problems. 3.6 Provide reports.
4. Finalise combat operations	4.1 Conduct debriefing. 4.2 Conduct post activity analysis and make recommendations. 4.3 Compile and process reports and returns.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA015 Supervise combat arms operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL029 Supervise combat operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources and personnel to the operations
- developing plans and delivering orders, instructions, directions and training programs
- commanding, directing, controlling, conducting, coordinating and monitoring subordinate organisations and activities
- providing reports and documentation
- coordinating multiple activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant combat arms organisations
- organisation, tactics, techniques and procedures of the threat organisation
- resources, personnel skills and other requirements to conduct operations
- operational environment
- standard procedures and requirements for the conduct of operations
- reporting requirements and procedures associated with the conduct of operations
- safety precautions associated with the conduct of operations
- operational doctrine for the conduct of combat arms operations
- combat arms tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL030 Use individual protective equipment in a CBRN threat environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA016 Use individual protective equipment in a CBRN threat environment.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare and utilise individual protective equipment in chemical, biological, radiological or nuclear (CBRN) threat environment. The individual will be responsible for preparing the protective equipment prior to deployment and once in location utilising the equipment to provide individual protection from a CBRN threat. Compliance with procedures, including the functional testing of the equipment, is an essential part of this unit.

This unit was developed for military personnel required to operate in CBRN threat environment usually in a deployed operational environment, but is applicable to any individual who is required to complete this type of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare respirator and protective clothing and equipment ensemble to meet CBRN threat	1.1 Identify, prepare, assemble and function test respirator and ensemble requirements. 1.2 Conduct user maintenance on respirator and ensemble. 1.3 Reject and/or report faulty equipment.
2. Plan and prepare for combat arms tasks	2.1 Use equipment to meet operational tasking and workplace requirements. 2.2 Work within a CBRN environment using authorised procedures to complete tasks including: decontamination reduction, detection of hazards. 2.3 Conduct confirmatory function testing of equipment periodically during operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA016 Use individual protective equipment in a CBRN threat environment

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL030 Use individual protective equipment in a CBRN threat environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying, inspecting, preparing and cleaning respirator and clothing and equipment ensemble
- identifying basic equipment faults
- using respirator and ensemble
- providing reports on faulty equipment
- using authorised CBRN drills to detect threats/hazards
- carrying out decontamination hazard reduction measures
- preparing and utilising equipment to meet changes in the operating environment, changes in threat, detection of hazards and the occurrence of an CBRN incident

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equipment preparation and handling procedures
- policy and procedures relevant to the operation of NBC equipment
- responsibilities of individuals for operating equipment
- CBRN threat awareness
- CBRN individual protective procedures
- respirator and clothing and PPE available for use

Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations and is to include exposure to CS gas or a similar non-lethal chemical agent.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL041 Operate and maintain an armoured vehicle

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC104 Operate and maintain an armoured vehicle.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • PC 1.1 and 1.2 revised

Application

This unit describes the skills required to operate and perform operational level maintenance on an armoured vehicle.

This unit applies to those working as combat arms soldiers, who are part of an armoured fighting vehicle crew, within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of an armoured vehicle crew, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare armoured vehicle for operations	1.1 Check armoured vehicle for operation and prepare for battle. 1.2 Complete documentation and stow equipment. 1.3 Identify, report and/or rectify armoured vehicle faults.
2. Operate armoured vehicle	2.1 Apply road laws and other legislative requirements. 2.2 Drive armoured fighting vehicle and negotiate complex terrain using driving techniques. 2.3 Apply tactical operating techniques. 2.4 React to faults. 2.5 Operate vehicle communications systems. 2.6 Apply navigational techniques.
3. Conduct operator maintenance	3.1 Conduct inspections and checks to maintain armoured fighting vehicle performance. 3.2 Test, adjust or replace armoured vehicle sub systems and ancillary equipment. 3.3 Complete and store documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA104 Operate and maintain an armoured vehicle.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL041 Operate and maintain an armoured vehicle

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- driving a vehicle
- employing relevant vehicle equipment
- using navigation techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured vehicle tactics, techniques and procedures
- characteristics and employment of vehicle weapon systems
- characteristics, technical capabilities, maintenance requirements and employment of vehicle communication systems
- characteristics, technical capabilities, maintenance requirements, effects, employment and limitations of vehicle
- current operational environment
- navigation techniques
- operational safety
- specific civil and military regulations relevant to the operation of the vehicle
- vehicle documentation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL042 Operate and maintain armoured vehicle weapon systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA105 Operate and maintain armoured vehicle weapon systems</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to operate armoured vehicle direct fire weapon systems to effectively produce fire. Direct fire weapon systems are integral to, and operated in conjunction with, armoured vehicles. Direct fire is primarily used during conventional operations to establish fire supremacy in order to destroy the enemy's will to operate. It can also be applied in accordance with the Rules of Engagement during security operations.

This unit applies to those working as combat arms soldiers working within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare weapon systems for operations	1.1 Prepare armoured vehicle direct fire weapon systems for the conduct of operations. 1.2 Identify in-service ammunition.
2. Operate armoured vehicle weapon systems	2.1 Operate equipment to support weapon functions. 2.2 Conduct weapon drills. 2.3 Identify, acquire and engage targets in accordance with fire control orders. 2.4 Apply effective fire.
3. Maintain armoured vehicle weapon systems	3.1 Clean weapon systems. 3.2 Maintain weapon systems. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA105 Operate and maintain armoured vehicle weapon systems.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL042 Operate and maintain armoured vehicle weapon systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying relevant WHS requirements
- carrying out weapon drills
- conducting equipment maintenance
- identifying regional armoured fighting vehicles and aircraft
- responding to fire control orders
- selecting and preparing ammunition
- using communication systems
- using equipment/instruments
- reacting instinctively to fire orders
- working as an effective member of the crew
- operating the system without a breach of safety procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured fighting vehicle weapons drills and procedures
- characteristics, technical capabilities, effects, employment and limitations of relevant ammunition

- characteristics, technical capabilities, effects, employment and limitations of relevant armoured fighting vehicle weapon systems
- characteristics, technical capabilities, effects, employment and limitations of relevant equipment
- fire control orders and fire discipline
- WHS requirements
- regional armoured fighting vehicles and aircraft recognition reporting requirements and procedures associated with the operation of equipment
- safety precautions associated with the equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL043 Supervise an armoured vehicle and crew

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC106 Supervise an armoured vehicle and crew.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1, 2.2, 2.4, 2.5 and 2.8 removed • PC 2.11 and 2.12 merged

Application

This unit describes the skills required to command, lead and manage an armoured vehicle and its crew on operations under extreme conditions in a high risk environment. Command is the authority a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment.

This unit applies to combat arms soldiers working within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of an armoured vehicle crew, under direct and/or indirect supervision while supervising others. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of contexts that can be unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare the armoured vehicle for operation	1.1 Assess and maintain crew competence. 1.2 Ensure crew is prepared. 1.3 Manage crew personnel administration. 1.4 Receive, interpret and accept requirement to supervise the crew, its weapons, and ancillary equipment. 1.5 Ensure vehicle is checked for serviceability and prepared for operations. 1.6 Determine and manage constraints and risks relevant to the task. 1.7 Supervise identification, handling and preparation of in service ammunition. 1.8 Determine resources required for the performance of the task. 1.9 Report identified problems/shortfalls to supervisor. 1.10 Supervise deployment of the armoured fighting vehicle into areas of operations.
2. Supervise and command the operation of the armoured vehicle	2.1 Coordinate and conduct battle procedure. 2.2 Drive the vehicle at a basic level in accordance with standing orders for vehicle operations. 2.3 Supervise crew tasks when employing the vehicle. 2.4 Apply vehicle tactical operating techniques. 2.5 Supervise the operation of the vehicle communications systems. 2.6 Assess incidents, deal with minor incidents, report major ones to manager and take appropriate actions.
3. Supervise the completion of armoured vehicle tasks	3.1 Complete and maintain documentation including reports and returns. 3.2 Supervise and ensure maintenance is conducted. 3.3 Debrief crew on completed operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFC106 Supervise an armoured vehicle and crew.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL043 Supervise an armoured vehicle and crew

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating armoured fighting vehicle weapon systems and ancillary equipment
- applying the authority and responsibility for effective supervision using available resources and for planning the employment of, organising, directing, coordinating and controlling the crew in the accomplishment of assigned tasks
- liaising with staff and delivering orders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured tactics and standing operating procedures
- characteristics, technical capabilities, effects, employment and limitations of relevant:
 - ammunition
 - communications equipment
 - drive trains and sub systems
 - specialist equipment
 - weapons
- command and control procedures
- WHS requirements
- procedures and requirements in the performance of the task
- reporting requirements and procedures

- resource allocation processes
- safety precautions associated with the task
- vehicle documentation and record compilation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL061 Operate indirect fire weapons

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC A201B Operate indirect fire weapons .</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 1.4 removed • Elements 1 and 2 merged

Application

This unit describes the skills required to safely handle, aim, fire, manoeuvre and maintain indirect fire weapons. The candidate must be thoroughly familiar with characteristics and capabilities of the weapon and competent in the application of fire in an operational environment.

This unit was developed for those working as combat arms personnel required to safely handle, aim, fire, manoeuvre and maintain indirect fire weapons in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under direct supervision and receive orders that dictate all actions. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Move weapon into position. 1.2 Prepare weapon for firing. 1.3 Prepare ancillary equipment for use and operate. 1.4 Aim and adjust indirect fire weapon. 1.5 Maintain aiming calculations and recordings.
2. Fire the weapon	2.1 Handle ammunition. 2.2 Inspect ammunition visually, report defects to supervisor and quarantine defective ammunition. 2.3 Prepare ammunition selected by the supervisor. 2.4 Load and unload ammunition. 2.5 Fire weapon. 2.6 Complete misfire drills. 2.7 Unload ammunition residue or remove after firing.
3. Maintain the serviceability of the weapon	3.1 Report defects. 3.2 Conduct operating maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA201B Operate indirect fire weapons .

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL061 Operate indirect fire weapons

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating hand eye coordination and manual dexterity
- using communication equipment
- working in a stressful environment
- using ancillary equipment including at least one of:
 - collimator/aiming devices
 - fuse setters
 - orientation and positioning equipment
 - weapon sights
- identifying ammunition defects including at least two of:
 - corrosion
 - cracks
 - damaged packaging
 - dented cartridge cases
 - fluting of the cartridge case
 - incorrect fuse projectile combinations
 - incorrect propellants
 - proud or recessed primer
 - rust
 - weeping

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and technical capabilities of the system
- WHS requirements
- safety precautions associated with the equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL062 Conduct field survey to determine fixation and orientation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA202B Conduct field survey to determine fixation and orientation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct a field survey to determine fixation and orientation. This survey is normally conducted by at least two people. One person will be the observer and one will record data. This unit of competency covers both roles.

This unit was developed for combat arms personnel required to conduct a field survey to determine fixation and orientation in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a two-man team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts that could be unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for survey	1.1 Identify purpose and requirements of the survey from written or oral instructions from supervisor. 1.2 Confirm and clarify specifications of the survey with supervisor. 1.3 Select equipment required for the survey and check for serviceability.
2. Conduct survey	2.1 Operate survey equipment to determine orientation and fixation as determined by the survey scheme. 2.2 Record data from the survey in field book or other proforma. 2.3 Verify results for omissions and errors by re checking visual clues in measurements or actual data. 2.4 Communicate survey data. 2.5 Establish and record survey control points. 2.6 Liaise with supervisor and colleagues regularly throughout the survey activity to ensure smooth operation and progress. 2.7 Maintain survey equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA202B Conduct field survey to determine fixation and orientation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL062 Conduct field survey to determine fixation and orientation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication systems
- interpreting data
- recording information
- using equipment including at least one of:
 - GPS orientation and fixation equipment
 - gyroscopic orientation equipment
 - angular measurement equipment
 - compass
 - distance measurement devices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analytical processes
- characteristics, tabulated data and limitations of the survey equipment
- communication procedures
- principles of survey

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL063 Produce meteorological data

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC A203B Produce meteorological data.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.4 removed • PC 1.1 and 1.3 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to produce meteorological data in terms of likely weather conditions in areas, which is to be used to inform operations.

This unit was developed for those working as combat arms personnel required to produce meteorological data in areas which are to be used to conduct Defence operations, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Gather meteorological data	1.1 Select, prepare and check equipment for serviceability. 1.2 Fill and launch weather balloon or other device in order to collect atmospheric information. 1.3 Collect surface data using meteorological equipment. 1.4 Operate receiving equipment.
2. Monitor and report meteorological information	2.1 Communicate meteorological information as directed by supervisor. 2.2 Monitor incoming data to identify changing conditions and notify supervisor about any changes. 2.3 Maintain and/or refurbish meteorological equipment. 2.4 Complete and maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA203B Produce meteorological data.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL063 Produce meteorological data

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication systems
- operating meteorological data recording equipment to provide accurate data on weather conditions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of meteorology
- capabilities of the equipment
- characteristics, tabulated data and limitations of the computerised meteorological station

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL064 Destroy hostile air targets using line of sight ground based air defence weapon systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA204B Destroy hostile air targets using line of sight ground based air defence weapon systems.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.3 removed• PC 3.1 revised

Application

This unit describes the skills required to safely handle, aim, fire, manoeuvre and maintain line of sight ground based air defence weapon systems designed to destroy hostile aircraft. The operator must be thoroughly familiar with the characteristics and capabilities of the missile system and competent in the application of fire in an operational or simulated operational environment.

This unit applies to those working as combat arms personnel required to operate line of sight ground based air defence weapon systems in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and be under supervision for the whole operation except during the period of firing where the operator will be under direct control and receive orders that dictate all actions. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manoeuvre the weapon	1.1 Prepare line of sight ground based air defence weapon system for movement. 1.2 Position weapon as directed.
2. Prepare the weapon for firing	2.1 Handle ammunition. 2.2 Inspect ammunition visually, notify supervisor of ammunition defects and quarantine defective ammunition. 2.3 Load and unload ammunition. 2.4 Position and operate ancillary equipment.
3. Engage aerial targets	3.1 Identify aerial targets. 3.2 Request confirmation of identified aerial targets by supervisor. 3.3 Sight and track targets. 3.4 Fire weapon as ordered by supervisor. 3.5 Notify supervisor of defects with firing and take corrective action. 3.6 Initiate aim off drills on dispute of aircraft identification.
4. Maintain the serviceability of the weapon	4.1 Notify supervisor of maintenance defects. 4.2 Conduct operating maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA204B Destroy hostile air targets using line of sight ground based air defence weapon systems.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL064 Destroy hostile air targets using line of sight ground based air defence weapon systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating hand eye coordination and manual dexterity
- recognising aerial targets appropriately
- using binoculars
- identifying the number of aerial targets specified by CATC
- tracking and engaging targets using very short range air defence systems and short range air defence systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aircraft types
- characteristics, technical capabilities of the system
- characteristics of a range of aerial targets likely to be encountered
- methods of range estimation
- WHS requirements
- safety precautions associated with the equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL065 Observe targets and direct single asset firepower on a single target

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA205B Observe targets and direct single asset firepower on a single target.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 3.1 and 3.2 merged

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to direct firepower to destroy/neutralise a single target. Firepower will normally be limited to the following assets:

- small arms
- indirect weapons

This unit applies to those working as combat arms personnel required to observe targets and to direct firepower to destroy/neutralise a single target in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision. While this work will be undertaken as part of a team and under the commander's direction, the capacity to act independently may also be required should communications with the commander breakdown. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared by relevant authority.
2. Plan the engagement of firepower	2.1 Establish target location via a grid reference. 2.2 Determine altitude of the target from the map. 2.3 Determine direction from the observer to the target by compass or laser. 2.4 Describe target to command post. 2.5 Determine type and number of weapons. 2.6 Maintain communications with stakeholders throughout the operation and monitor personnel safety.
3. Direct fire on a target	3.1 Transmit planning information and direction to fire to the command post. 3.2 Conduct target analysis after impact and refer to supervisor where appropriate. 3.3 Provide adjustment and advice to terminate as required. 3.4 Maintain records.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdrawal from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA205B Observe targets and direct single asset firepower on a single target.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL065 Observe targets and direct single asset firepower on a single target

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining situational awareness
- recognising without exceeding own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- safety distances for various situations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL066 Observe targets and direct multi asset firepower on multiple targets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA206B Observe targets and direct multi asset firepower on multiple targets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to provide advice so that firepower can be employed to engage targets. Firepower will normally be limited to the following assets:

- small arms
- indirect weapons

This unit applies to those working as combat arms personnel required to observe targets and to direct multi-asset firepower to destroy/neutralise multiple targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision. While this work will be undertaken as part of a team and under the commander's direction, the individual must also have the authority to act independently. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared by relevant authority.
2. Plan the engagement of firepower	2.1 Interpret received advice on overall operational plan that will inform the planning process. 2.2 Transmit warning order for intent of operations to the command post. 2.3 Send request to the command post for resources outside own organisation when required. 2.4 Establish and record target data. 2.5 Calculate rate of movement of own personnel from available data. 2.6 Calculate resources for effective fire on targets and rates of fire. 2.7 Prioritise targets. 2.8 Develop and transmit schedule to the command post or liaise directly with other agency to organise engagement schedule.
3. Monitor fire on target	3.1 Maintain communications with stakeholders throughout the operation. 3.2 Complete target analysis after impact and if required refer to agency command centre. 3.3 Amend schedule after analysis as required, and transmit to the command post. 3.4 Provide advice to terminate as required.

	3.5 Maintain records.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdraw from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA206B Observe targets and direct multi asset firepower on multiple targets.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL066 Observe targets and direct multi asset firepower on multiple targets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources to the operation
- maintaining situational awareness
- providing reports and appropriate documentation
- maintaining awareness of safety of friendly personnel at all times
- recognising without exceeding own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- safety distances for various situations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL067 Maintain radar systems at field operator level

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA208B Maintain radar systems at field operator level.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to inspect, test and troubleshoot faults with radar systems and components in an environment away from a maintenance facility.

This unit applies to combat arms personnel who are required to inspect, test and troubleshoot faults with radar systems and components in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in familiar contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect radar systems and components	1.1 Identify specific inspection requirements using relevant maintenance documentation and modification status, including system defect reports where relevant. 1.2 Visually or physically check primary radar system components for external signs of defects. 1.3 Identify and note/report defects.
2. Test/adjust radar systems and components	2.1 Prepare radar system for the application of power/system operation. 2.2 Functionally test radar system for evidence of serviceability or malfunction. 2.3 Perform system calibration or adjustments.
3. Troubleshoot primary radar system faults	3.1 Draw conclusions about the nature and cause of the fault from available evidence and take appropriate action. 3.2 Use available information from maintenance documentation, inspection and test results to assist in fault determination. 3.3 Use maintenance manual fault diagnosis guides and logic processes. 3.4 Identify faults beyond authority to repair and document for higher level repair by an outside agency. 3.5 Locate, identify cause of and record primary radar system faults in maintenance documentation. 3.6 Identify, select and obtain spare parts, consumables and other equipment. 3.7 Rectify fault in accordance with maintenance documentation. 3.8 Complete documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA208B Maintain radar systems at field operator level.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL067 Maintain radar systems at field operator level

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying analytical skills
- performing radar drills and procedures
- referring problems on to appropriate outside agencies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, tabulated data and limitations of the radar equipment
- principles of radar theory

Assessment Conditions

Competency should be demonstrated over a range of radar maintenance scenarios that could be expected in the workplace. Competency should be assessed on operations or in a simulated operational environment. Specifically, access is required to the following resources:

- a radar
- ancillary equipment
- maintenance documentation

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL068 Select sites for deployment in a threat environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA209B Select sites for deployment in a threat environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to select a work site in a threat environment through an independent reconnaissance to determine the most suitable location for deployment.

This unit applies to combat arms personnel required to select sites for deployment in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would normally work within a team providing protection from possible threats, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for site selection	1.1 Confirm orders with supervisor. 1.2 Prepare a reconnaissance plan. 1.3 Select equipment and check for serviceability.
2. Select sites	2.1 Review possible sites from appropriate areas. 2.2 Evaluate possible sites for suitability. 2.3 Select most suitable site and record relevant data. 2.4 Conduct post-site selection activities.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA209B Select sites for deployment in a threat environment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL068 Select sites for deployment in a threat environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating mathematical data
- navigating
- using communications systems
- working in a team environment
- recording data accurately

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and capabilities of the equipment to be deployed
- use of an appreciation process

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL069 Supervise indirect fire weapons

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA210B Supervise indirect fire weapons.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of indirect fire weapons. While this work will be undertaken under the commander's direction the individual must be able to act independently as required by the circumstances.

This unit applies to combat arms personnel who are required to supervise and control all aspects of the operation of an indirect fire weapons in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy an indirect fire weapon	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy indirect fire weapon in accordance with orders.
2. Engage targets with indirect fire	2.1 Direct and control indirect fire weapon operations. 2.2 Select appropriate ammunition. 2.3 Rectify minor incidents. 2.4 Report major incidents beyond own level of authority or competence to manager/s and take action as directed.
3. Maintain indirect fire weapons	3.1 Supervise operator maintenance activities. 3.2 Complete maintenance activities.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA210B Supervise indirect fire weapons.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL069 Supervise indirect fire weapons

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- leading an indirect fire weapon operating crew
- conducting sight testing
- conducting non-technical inspections

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition:
 - type colour hazard band labelling
 - marking
 - slot/batch numbers
 - packaging
 - nomenclature
- factors affecting local defence
- laws of armed conflict
- principles of camouflage
- safety precautions associated with the task

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL070 Observe targets and engage with joint asset firepower from any agency

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA212 Observe targets and engage with joint asset firepower from any agency.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 removed

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to provide advice so that single or multi-agency firepower can be employed to engage target/s. Agencies may include armour, artillery, coalition forces, close air support, helicopters, mortars, naval gun support, and tactical unmanned aerial vehicle.

While this work will be undertaken as part of a team and under the commander's direction, the capacity to act independently may also be required should communications with the commander breakdown.

This unit applies to combat arms personnel required to observe targets and to direct joint asset firepower from any agency to destroy/neutralise multiple targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so an appropriate plan of action can be prepared.
2. Plan the engagement of firepower	2.1 Transmit a warning order for intent of operations to the command post. 2.2 Use advice on overall operational plan to inform the planning process. 2.3 Make requests for resources outside own organisation to the command post when required. 2.4 Establish and record target data. 2.5 Calculate rate of movement of own personnel from available data. 2.6 Calculate resources for effective fire on targets and rates of fire. 2.7 Prioritise targets. 2.8 Develop and transmit schedule to the command post or liaison with other agency to organise engagement schedule.
3. Monitor fire on target	3.1 Communicate directly with other agencies to coordinate engagement procedures. 3.2 Maintain communications with stakeholders throughout operation.

	<p>3.3 Complete target analysis after impact and if necessary, refer to appropriate agency command centre.</p> <p>3.4 Provide advice to terminate as required.</p> <p>3.5 Maintain records.</p>
4. Withdraw from an occupied location	<p>4.1 Recondition occupied position and remove all evidence of occupation.</p> <p>4.2 Conduct a secure withdrawal from the occupied position.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA212 Observe targets and engage with joint asset firepower from any agency.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL070 Observe targets and engage with joint asset firepower from any agency

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources to the operation
- interpreting orders
- maintaining situational awareness
- providing reports and appropriate documentation
- working in a team
- maintaining awareness of safety of friendly personnel at all times
- recognising but not exceed own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- standard procedures and special requirements
- teamwork principles

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL071 Supervise the destruction of hostile air targets using line of sight ground based AD weapon systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA213 Supervise the destruction of hostile air targets using line of sight ground based air defence weapon systems.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise and control all aspects of the operation of a direct fire ground based missile system designed to destroy hostile aircraft. It is specifically written for visual range ground based air defence weapon systems. The control of the ground based missile system requires target interrogation, analysis, engagement and decision making based on tactical information, situational awareness and observed target activity.

This unit applies to combat arms personnel involved in the operation of a direct fire ground based missile system in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under the commander's direction, however they must be able to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy	1.1 Determine and organise resources required for the performance of the task in accordance with orders. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Move to a directed location and maintain concealment, in accordance with orders. 1.4 Deploy ground based air defence system in accordance with orders. 1.5 Establish and integrate system and check for functionality.
2. Control the engagement of targets	2.1 Analyse advice on the operational situation to inform the engagement process. 2.2 Direct and control ground based air defence system operations in accordance with orders. 2.3 Transmit operational data to the command post. 2.4 Rectify minor incidents. 2.5 Report major incidents beyond own level of authority or competence to manager/s and take action as directed.
3. Conduct maintenance	3.1 Supervise operator maintenance activities. 3.2 Perform maintenance activities.
4. Redeploy	4.1 Prepare for redeployment. 4.2 Move from one directed location to another in accordance with orders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA213 Supervise the destruction of hostile air targets using line of sight ground based air defence weapon systems.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL071 Supervise the destruction of hostile air targets using line of sight ground based AD weapon systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively
- interpreting orders, instructions and directions
- managing a small team
- operating communication equipment
- recognising aerial targets
- recognising own level of authority
- identifying correctly a number of different types of aerial targets
- prioritising targets in a high intensity situation encountered in a threat environment
- directing fire in a clear and concise manner
- taking appropriate action in the event of misfire and cancelling missile in flight

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- airspace control measures
- characteristics, technical capabilities, effects and limitations of air defence systems
- communication networks
- ground based air defence command structure
- principles of camouflage

- radar principles
- relevant WHS requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Confidential Content

Confidential - content not available

Confidential Content

Confidential - content not available

DEFMIL082 Perform military high-risk search

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC309B Perform military high-risk search.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to conduct high risk military searches of areas, routes, vehicles, buildings, property and objects to detect, identify and report the presence of items of equipment and other material intended to cause harm to individuals and to destroy or damage property. It also includes the skills to prove, mark and record safe routes. The search would be conducted where the likelihood of injury or death to the searcher is high.

This unit was developed for military personal required to perform military high-risk search in a deployed operational environment, but is applicable to individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work under supervision as part of a team. They use discretion and judgement, and take responsibility for the quality of their outputs in a broad range of highly unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for search	1.1 Identify purpose, timing, search environment and type of search from briefing provided by supervisor. 1.2 Establish and maintain location of other individuals engaged in the high risk search. 1.3 Select and wear personal protective equipment in accordance with the type of search. 1.4 Identify, obtain, inspect and test tools and search equipment appropriate to the type of search and report faults. 1.5 Deploy search personnel to an incident site or search area. 1.6 Coordinate preparation of the search site and the conduct of searches with other agencies.
2. Enter the search site	2.1 Conduct search drills/procedures applicable to the type of search in accordance with supervisor's instructions. 2.2 Mark and record a safe route through the site to the target. 2.3 Enter target using improvised remote means.
3. Neutralise the target	3.1 Inspect target and assess identified risks. 3.2 Determine future actions and equipment requirements based on the risk assessment. 3.3 Relay detailed description of activity to recorder. 3.4 Clear site. 3.5 Provide relevant information to stakeholders once the target has been searched. 3.6 Protect potential evidence and/or other items or material of interest from contamination, improper handling or removal.
4. Finalise the task	4.1 Complete and submit relevant documentation in accordance with organisational procedures. 4.2 Complete a handover of responsibility. 4.3 Conduct periodic and routine maintenance of equipment and identify and report faulty/defective equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA309B Perform military high-risk search.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL082 Perform military high-risk search

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- describing in detail the immediate area over the communications system
- applying knots, lashings and field machines
- neutralising and disarming booby traps and mines
- operating current high risk search equipment
- operating for protracted periods wearing ballistic individual protective equipment
- operating in a high stress environment
- operating search equipment
- operating secure communications
- using pulleys, blocks and tackle
- conducting searches including at least two of:
 - occupied building
 - unoccupied building
 - vehicle (aircraft, boat, truck, train etc.)
 - route (road)
 - area

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic blast effects
- building construction methods and materials
- combat engineering skill sets
- design data for generic buildings
- design data for generic vehicles
- explosive and non-explosive demolitions
- laws of armed conflict
- legal responsibilities
- mine and booby trap emplacement and breaching
- organisation's communication system
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- Rules of Engagement
- Rules of Evidence
- search equipment
- threat capability

Assessment Conditions

Competency should be demonstrated over a number of activities, exercises or incidents, including day and night searches. Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL083 Collect environmental information

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA310B Collect environmental information.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • PC 1.4 and 2.2 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to collect meteorological, hydrographic, geospatial and geological information for an area.

This unit was developed for combat engineer personnel required to collect environmental information for an area in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct supervision. They use discretion and judgement, and take responsibility for the quality of their outputs while performing routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan, prepare and collect information and data	1.1 Identify, interpret and confirm requirement to collect information from instructions. 1.2 Determine appropriate collection methods. 1.3 Develop collection plan and consult with supervisor. 1.4 Identify resources allocated for the task. 1.5 Identify, source and collect information and data in accordance with the plan.
2. Record and report information	2.1 Record information in the organisational format. 2.2 Communicate information to a higher authority. 2.3 Disseminate information as directed by supervisor. 2.4 Complete and maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA310B Collect environmental information.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL083 Collect environmental information

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing information and data
- communicating information and data
- conducting research
- using questioning techniques
- conducting tactical and technical reconnaissance
- taking measurements using a laser range finder, tape measure, ruler
- using communications equipment
- using global positioning systems
- using optical enhancement tools such as binoculars
- collecting information and data that is relevant and appropriate to the specific operation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic research and analysis techniques
- collection methods
- communication requirements and equipment
- indigenous inhabitants and culture
- intelligence cycle – direction, collection, processing and dissemination
- legal responsibilities

- navigation
- operational environment
- relevant legislation and procedures in relation to environmental requirements
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- site, personnel and information security
- terrain types and terrain analysis
- urban and rural demographics
- weather effects

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL084 Operate an inland tug boat

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC328B Operate an inland tug boat.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate an inland tug boat, specifically a purpose built motorised vessel up to ten metres in length capable of manoeuvring pontoons and rafts, with a maximum of five crew. It covers the operation of the tug while towing/pushing unloaded pontoons of up to thirty ton. The watercraft will normally be driven in an environment of protected or inland waterways, while conducting a range of tasks including transporting personnel and/or equipment.

While the technical aspects of this competency are concerned with ‘operating a boat’, the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator.

To operate an inland tug boat, relevant state/territory and Commonwealth licensing requirements must be met.

This unit was developed for combat engineer personnel required to operate an inland tug boat in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

The individual will usually operate the boat independently or under indirect supervision and may command a crew of up to five persons. The individual must demonstrate sound judgement in the use of authority, and where possible, work within the existing lines of authority. They use discretion and judgement, and take responsibility for the quality of their outputs while performing routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for tug boat operations	1.1 Interpret operating instructions to determine the task, the cargo, the destination and route, and compile navigation data. 1.2 Check cargo weight is within the safe operating limit of the craft and complete manifests to ensure passengers and cargo are safe to move. 1.3 Check equipment for serviceability and replace or reject and report unserviceable items. 1.4 Conduct shore preparation and prepare watercraft for launch and watercraft operations. 1.5 Select and wear personal protective equipment.
2. Drive tug boat	2.1 Brief passengers and crew on safety issues prior to embarking. 2.2 Launch tug in accordance with local conditions. 2.3 Load and trim tug to ensure safety of crew and craft. 2.4 Drive tug consistent with hazards and environmental conditions. 2.5 Provide directions to passengers in order to maintain safety and efficient boat operation. 2.6 Conduct contingency and emergency drills to minimise threat to personnel and equipment.
3. Manoeuvre pontoon using tug boat	3.1 Direct crew to assist with securing and manoeuvring of pontoon. 3.2 Capture, secure and control uncontrolled pontoons. 3.3 Manoeuvre and assemble pontoons.

	3.4 Comply with supervisor's directions/commands to control the movement and momentum of the pontoon.
4. Recover and restore tug boat	4.1 Disembark personnel and unload equipment. 4.2 Recover tug from a ramp or expedient landing site. 4.3 Check tug and associated equipment for serviceability, clean and service, report defects and complete documentation. 4.4 Complete debriefings. 4.5 Complete post activity reports and documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA328B Operate an inland tug boat.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL084 Operate an inland tug boat

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying launch and recovery procedures
- applying pre start, start and stop procedures
- calculating and record number and weight of passengers, stores and equipment
- capturing and controlling free launched pontoons without damage to equipment
- monitoring hazards and applying safety principles to operations
- reading and interpreting navigation charts
- using clear interpersonal communication as operator of the vessel
- using communications equipment
- using knots and lashings to secure watercraft
- providing directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents such as 'man overboard' and 'capsize'
- managing the contingency and emergency drills:
 - abandon ship drills
 - action on capsized
 - diagnosing and rectifying minor engine faults
 - fire drills
 - man overboard drills
 - propeller replacement
 - towing vessels
 - use of improvised rudder
 - use of oars/improvised oars

- manoeuvring a pontoon, with a minimum weight of five ton, by:
 - towing
 - pushing
 - effectively directing crew

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- anchorage methods and systems
- applicable statutory waterways rules for watercraft operation
- boat orders
- boat specific safety requirements and fire suppressant system
- complete equipment schedule list and locations
- controls and indicators
- effects of water moving over objects and obstacles
- emergency procedures
- environmental hazards of refuelling over water
- forces acting on boats
- hasty buoyancy/floatation calculations
- launch and recovery procedures
- legal responsibilities
- methods for towing/pushing pontoons
- methods of connection/securing to pontoons
- night operation constraints
- operating boundaries
- pre start, start, stop procedures

Assessment Conditions

Competency should be demonstrated over a time frame that allows for the preparation, launch, recovery, driving and maintenance of watercraft under a range of water operating conditions carrying personnel and cargo.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL085 Construct equipment bridging

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA312B Construct equipment bridging.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.10 removed

Application

This unit describes the skills required to facilitate the movement of personnel, vehicles, cargo and equipment through bridging. Equipment bridging is constructed from designed and certified bridge modules and parts to provide a temporary or permanent bridge over a gap.

Bridges will normally be constructed on a temporary basis under field conditions to meet the operational need to provide a crossing point over a gap for personnel and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

This unit applies to combat engineer personnel who are required to construct and recover gap crossing bridging equipment in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and lead a team. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for gap crossing	1.1 Receive and process requirement and confirm with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct site survey, risk and environmental assessment. 1.4 Select suitable bridge design based on site survey and available resources. 1.5 Develop construction/dismantle plan in accordance with design, resources, risks and environmental considerations. 1.6 Refer problems that cannot be resolved locally to higher authority for resolution. 1.7 Confirm and monitor competence of team members. 1.8 Brief construction team. 1.9 Liaise with outside agencies.
2. Construct gap crossing	2.1 Direct and supervise construction team. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check security, alignment and stability. 2.4 Organise and direct support from outside agencies. 2.5 Provide technical advice to higher authority or support agencies. 2.6 Maintain gap crossing site and gap crossing.
3. Dismantle gap crossing and refurbish site and equipment	3.1 Direct and supervise construction team in accordance with dismantle plan. 3.2 Recover, clean and maintain gap crossing equipment, tools and materials. 3.3 Store or redeploy gap crossing equipment, tools and materials. 3.4 Refurbish site in accordance with environmental requirements.

	3.5 Complete documentation.
	3.6 Conduct post activity analysis and make recommendations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA312B Construct equipment bridging.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL085 Construct equipment bridging

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- commanding and controlling situations and people
- managing resources
- operating optical levelling and surveying devices
- producing design/plans
- producing written and verbal reports
- recording and processing data and information
- taking and recording accurate measurements
- leading a team to construct, maintain and dismantle a multi span bridging of not less than thirty metres made from modularised or improvised means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- anchorages
- booming procedures and centre of gravity
- equipment bridge design features/requirements:
 - site requirements (reconnaissance):
 - location
 - gap width, depth, obstacles, etc.
 - current and direction

- angle of repose
- abutment design or enhancement
- soils testing and compaction methods
- routes in/out
- parts
- specifications
- user manual,
- material handling equipment requirements and support
- construction sequence
- designed traffic/load (MLC/tonnage)
- above ground or surface (stepped abutment)
- equipment bridge types:
 - medium girder bridge (MGB)
 - air portable bridge (APB)
 - rapid emplacement bridge (REB)
 - line of communication bridge (LOC)
 - bailey bridge, acrow bridge (FMB)
- jacking system
- mathematics to a level necessary to meet all design and construction requirements
- types of bridge category:
 - single span, multi span,
 - simply supported or continuous
- variations in construction sequences:
 - restricted sites
 - floating piers
 - multiple piers

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL086 Supervise engineering operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA315B Supervise engineering operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.3 removed

Application

This unit describes the skills required to command, lead and manage an engineering organisation of up to thirty personnel on operations. Command is the authority a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment.

It includes the skills and knowledge required to lead and manage under extreme conditions in a high risk environment. It therefore requires individuals to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit applies to land engineering personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for engineering operations	1.1 Confirm and maintain competence of subordinates. 1.2 Maintain personnel administration. 1.3 Receive and clarify orders to determine commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Make planning decisions based on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct engineering operations	2.1 Prepare and deliver orders. 2.2 Direct and supervise subordinates. 2.3 Organise and direct support from outside agencies.
3. Finalise engineering operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor subordinates' health and wellbeing and take appropriate action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA315B Supervise engineering operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL086 Supervise engineering operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating combat engineer skills
- developing instructions from given orders
- drawing simple construction plans
- operating Global Positioning System (GPS)
- operating weapons
- conducting simple levelling for construction tasks
- supervising subordinates
- writing reports
- supervising general construction of pre designed timber structures, sandbag walls, obstacles, expedient structures and field defences using techniques, including:
 - construction design and plans
 - excavation
 - revetment
 - basic carpentry
 - concreting
- designing and using field machines (including at least one of: slings, gins, derricks and sheers) to move a load of at least three tonne
- supervising search of:
 - an occupied building
 - an unoccupied building
 - a vehicle (may include aircraft, boat, truck, train etc.)

- route (road)
- area
- liaising with a higher authority (search advisor, cordon commander, police, explosive ordnance disposal)
- supervising offensive, defensive and security tasks (including patrolling, attacking or withdrawing) involving activities such as:
 - navigation (day, night, vehicle, foot)
 - tracking and patrolling
 - employment of unit weapon systems:
 - individual weapons
 - crew served weapons
 - direct fire support weapons
 - communications
 - living in the field

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- combat communications
- combat engineer skill sets and equipment
- chemical, biological, radiological and nuclear warfare (CBRN)
- combat skills
- emergency response engineering
- geometric engineering
- legal and organisational requirements in relation to environmental requirements and Rules of Engagement
- risk assessment techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL087 Supervise the construction of short term roads or tracks

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA316B Supervise the construction of short term roads or tracks.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.13 removed • Element 1 reworded

Application

This unit describes the skills required to plan and direct the construction and to ensure the maintenance of a short-term road or track. It includes repairs to all weather dirt roads to prepare them for sealing without additional construction and repairs, that would normally involve:

- potholes that cause the slowing of traffic
- removal and replacement of culverts emergency repairs to bomb damaged airfield runway, taxi-way and hard standings
- small scale stabilisation tasks
- construction of short distance emergency bypass routes
- expedient roadways

This unit applies to combat engineer personnel who are required to plan and direct the construction and to ensure the maintenance of, a short term road or track in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan road or track construction	1.1 Interpret road requirements and restrictions from instructions, expected time frame for usage and likely weather conditions. 1.2 Seek assistance to survey road location. 1.3 Survey water courses and other ground obstacles and note their impact on road design. 1.4 Plan crossing or entry points for other roads and tracks. 1.5 Investigate soil conditions to establish profile to sub-base level. 1.6 Plan extent and depth of clearing and cutting. 1.7 Plan soil dumping or storage areas to accommodate volume of soil to be removed, access and restoration. 1.8 Develop construction plan in accordance with design, resources, risks and environmental considerations. 1.9 Confirm availability of required road base and additional material. 1.10 Confirm and monitor competence of team members. 1.11 Brief construction team. 1.12 Liaise with outside agencies.
2. Supervise road or track construction	2.1 Direct and supervise construction team in accordance with the construction plan. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check drainage, levelling, road alignment and soil stability.

	2.4 Organise and direct support from outside agencies. 2.5 Provide technical advice to higher authority or support agencies.
3. Supervise maintenance of road or track	3.1 Monitor condition of road/track in relation to volume of traffic and expected future requirements. 3.2 Identify and repair, or report to controlling body, specific damage likely to lead to safety or environmental issues. 3.3 Plan and carry out normal wear and damage repair with minimal disruption. 3.4 Note and modify ineffective drainage. 3.5 Redesign and remake areas of consistent damage.
4. Finalise the task	4.1 Conduct post activity analysis and make recommendations. 4.2 Recondition, replace or return equipment and stores. 4.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA316B Supervise the construction of short term roads or tracks.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL087 Supervise the construction of short term roads or tracks

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing pavement using cone penetrometer
- conducting reconnaissance for quarries and gravel pits
- conducting route reconnaissance:
 - route formula symbols
 - limiting factors
 - construction materials
 - overhead obstructions
 - tunnels and underpasses
 - map overlays
- conducting soils testing (CBR)
- designing and constructing culverts:
 - determining ground bearing pressure and angle of repose
 - determining soil characteristics and properties
 - employing geo textiles
 - employing soil stabilisation methods
- measuring roadway parts:
 - pavement widths and thickness
 - shoulders
 - camber and crossfall
 - drainage
- preparing terrain analysis

- constructing roads and track to a standard that they could be classified as all-weather dirt roads and tracks capable of sustained heavy vehicle traffic
- constructing roads or tracks able to be sealed without further construction

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- techniques of:
 - compaction
 - pavement analysis using cone penetrometer
 - route reconnaissance
 - soil stabilisation methods
 - soil testing
 - terrain analysis
- construction standards
- types of:
 - geo textiles
 - ground bearing pressure and angle of repose
 - quarries and gravel pits
 - road systems and their relevant parts
 - soil characteristics and properties

Assessment Conditions

Competency should be demonstrated over a time frame that encompasses all aspects of the unit, in the workplace or in a simulated work environment. Assessment need only be conducted supervising the construction of one road or track due to the high cost and complex nature of the task. Specifically, access is required to the following resources:

- construction equipment and materials
- communications equipment
- suitable site
- construction team

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

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL088 Coordinate area and route search, and clearance of explosive ordnance

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA327 Coordinate area and route search, and clearance of explosive ordnance.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.9 removed

Application

This unit describes the skills required to plan and direct obstacle. Obstacle reduction is the creation of a safe path through an obstacle which may be widened to the boundaries/extremities for the complete removal of the obstacle, and can be accomplished by the use of explosive or non-explosive methods, including the tasking of purpose designed clearance vehicles and plant equipment.

This unit applies to combat engineer personnel who are required to plan and direct high risk search tasks as part of an obstacle reduction to provide an unhindered and safe path in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs, while performing complex tasks in a broad range of highly unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan area and route clearance	1.1 Interpret and confirm requirements with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct reconnaissance. 1.4 Develop clearance plan in accordance with design, resources, risks and environmental considerations. 1.5 Refer problems that cannot be resolved locally to higher authority. 1.6 Confirm and monitor competence of team members. 1.7 Brief clearance team. 1.8 Liaise with outside agencies as required.
2. Supervise area and route clearance	2.1 Direct and supervise clearance team in accordance with the clearance plan. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check safety signage, lane marking and fencing. 2.4 Record information throughout operation and report to outside agencies as necessary. 2.5 Organise and direct support from outside agencies. 2.6 Provide technical advice to the chain of command or support agencies.
3. Finalise the task	3.1 Notify higher authority that clearance is complete. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment and stores. 3.4 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA327 Coordinate area and route search, and clearance of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL088 Coordinate area and route search, and clearance of explosive ordnance

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- compiling minefield records
- analysing the threat – tactics, techniques and procedures
- collecting and reporting information for intelligence
- destroying malfunctioned explosive ordnance
- employing chemical detectors
- employing clearance methods
- employing hazard marking
- employing RRAMNS
- employing Rules of Evidence
- employing Rules of Engagement
- enforcing explosive safety distances
- laying, arming, neutralising and disarming mines and booby traps
- navigating with compass and GPS
- planning road and route repair
- calculating blast effects
- using electronic metal detector
- coordinating clearance of at least a 50 metre route, containing obstacles of explosive ordnance that as a minimum includes mines and booby traps

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- blast effects
- breaching techniques
- characteristics, technical capabilities, effects, employment and limitations of electronic metal detectors, chemical detectors
- characteristics, technical capabilities, effects, employment and limitations of mines, booby traps and battlefield ordnance
- clearance methods
- destruction of malfunctioned explosive ordnance
- explosive safety distances
- GPS
- intelligence collection and reporting
- navigation techniques
- obstacle effects and obstacle construction
- recording requirements including minefield records
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- road and route repair techniques
- supervision requirements of explosive users/workers

Assessment Conditions

Competency should be assessed over time in simulated work environment that replicates the operational threat environment. The context of assessment is simulated due to the nature of this high risk environment. Specifically, access is required to the following resources:

- cranes
- earth moving equipment
- electronic metal detectors
- explosives and ancillary equipment
- hand held prodder
- personal protective equipment
- rapid route and area mine neutralisation system
- remote positioning devices
- signage
- suitable site clearance team
- communications equipment

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL089 Shift loads manually utilising non-motorised equipment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA318 Shift loads manually utilising non-motorised equipment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manually shift construction materials and other loads of up to 500kg in weight that are unable to be moved by motorised lifting equipment such as forklifts.

Loads may be moved with equipment such as chain blocks, jacks and winches, which provide mechanical advantage. Alternatively, devices such as slings, gins, derricks and sheers may need to be constructed to provide the mechanical advantage necessary to lift and move the load. Loads will need to be prepared for movement using a range of ancillary devices such as strapping, netting, ropes and chains.

This unit was developed for combat engineer personnel required to shift loads manually utilising non-motorised equipment in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare to shift the load	1.1 Select and wear personal protective equipment. 1.2 Identify the type of load, safe working load and working load limits, and the distance and/or height to be moved from job instructions. 1.3 Determine condition, length, bulk, weight, most appropriate method to shift the load and resources required. 1.4 Record any damage to load and report to supervisor. 1.5 Develop a movement plan to identify potential difficulties and request approval for the method of shifting the load and any requirement for additional personnel from the supervisor. 1.6 Select and check for serviceability tools, load shifting equipment and other materials and report any defects to the supervisor. 1.7 Prepare work site to ensure sufficient clear space is available.
2. Shift the load	2.1 Break down load to allow handling and moving a number of single items to ensure the maximum weight of 500 kg is not exceeded. 2.2 Use mechanical strapping equipment and other securing devices to stabilise the load. 2.3 Sling/unslung the load using the correct securing devices. 2.4 Construct mechanical aids and field machines by the approved shifting method, so that the load can be shifted. 2.5 Identify and maintain safe working limits for lifting equipment. 2.6 Move load in accordance with approved shifting method and steadied by tag lines and store and stack in relocated position.

	2.7 Report any part of the load that is damaged during the lift to the supervisor.
3. Refurbish equipment and work site	3.1 Clean site and clear of debris and unwanted material. 3.2 Clean, inspect, service, maintain and store field machines, tools and equipment. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA318 Shift loads manually utilising non-motorised equipment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL089 Shift loads manually utilising non-motorised equipment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating using basic formulae and measuring
- using knots and lashings
- splicing and maintaining cordage and steel wire rope (SWR)
- handling materials and identifying manual handling risks
- using manual handling equipment to shift loads
- using slings and securing devices
- following instructions/directives and reporting information
- using a variety of verbal and non-verbal communication techniques including language style, active listening
- completing workplace forms and reports
- calculating total weights of individual items and estimating overall load and comparing with safe working load(s) of equipment
- shifting loads of weights up to 500 kg using at least three different methods:
 - chain blocks
 - flatbed hand trucks
 - hand trucks
 - incline planes
 - levers
 - mechanical aids and field machines
 - pallet trolleys
 - rollers

- slab trolleys
- utilising load shifting equipment:
 - anchorages
 - cables
 - chains
 - cordage
 - crow bars
 - measuring tape/rule
 - mechanical aids
 - packers
 - slings
 - SWR
 - wedges
- utilising mechanical aids and field machines:
 - block and tackle, pulleys
 - gins, sheers and derricks
 - hand operated winches
 - improvised methods including Spanish windlass and par buckles
 - jacks
 - use of expedient materials such as materials obtained on the job from resources available in the local environment
- using slinging devices in conjunction with a load shifting activity using a field machine
- calculating safe working limits and working load limits of anchors, load attachment points and lifting/moving equipment
- constructing field machines and mechanical aids
- safely strapping, slinging, lifting and moving loads without damage to the load, equipment or personnel
- identifying faults and deficiencies and taking action to rectify any problems
- communicating effectively and work in a team

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- types of construction materials and their characteristics
- workplace and equipment safety requirements including relevant WHS regulations, codes and standards applying to load shifting
- handling requirements for different types of material and loads
- storage requirements for different materials
- use of tools and equipment relevant to shifting loads
- pulling and lifting equipment relevant to manual handling operations

- appropriate anchor points for locating slings and anchorages
- estimation/calculation of weights
- principles of team work
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and nonverbal communication techniques including language style, active listening

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL090 Assist in the preparation, construction, operation and maintenance of a field water-point

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA319 Assist in the preparation, construction, operation and maintenance of a field water point.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 3.4 removed• PC 1.4 reworded

Application

This unit describes the skills required to assist in testing for water quality, selecting a suitable work site and preparing, constructing and operating a field water point. The unit also includes the assembly and operation of water purification equipment, and the production and storage of potable water to meet the requirements of personnel and equipment deployed into an area without adequate water supply.

This unit applies to combat engineer personnel required to assist in testing for water quality, selecting a suitable work site and preparing, constructing and operating a field water point in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct supervision, but may be responsible for completing individual tasks. They use discretion and judgement, and take responsibility for the quality of their outputs while performing complex tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate a supply of water	1.1 Locate a water supply within a designated area. 1.2 Test water for compliance with quality standards. 1.3 Assess suitability of water sources to be used for collection, treatment and storage. 1.4 Prepare site after gaining approval.
2. Prepare a field water point	2.1 Select and wear personal protective equipment. 2.2 Check equipment, tools and materials for serviceability and report faults. 2.3 Locate and mark local utility assets such as water, electricity and gas pipelines to prevent damage and liaise with local authorities as required. 2.4 Handle, prepare, test and store water point chemicals in accordance with standard procedures and report faults. 2.5 Establish and maintain contact with appropriate agencies to facilitate construction activities, when mechanical excavation equipment is required. 2.6 Construct water point and compact/backfill site using manual or mechanical equipment. 2.7 Construct structures such as water towers and storage tanks. 2.8 Assemble, operate and maintain field water supply equipment and accessories.
3. Operate a water point to produce potable water	3.1 Produce, store and distribute potable water. 3.2 Calibrate, service, operate and maintain water treatment and testing equipment. 3.3 Collect and test water samples. 3.4 Record information related to chemical supply, usage and disposal.

	3.5 Collect, record, maintain and report process and performance data. 3.6 Inspect and maintain equipment in accordance with manufacturer's instructions.
4. Refurbish water point site	4.1 Restore work site to normal, when required. 4.2 Dispose of chemicals.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA319 Assist in the preparation, construction, operation and maintenance of a field water-point.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL090 Assist in the preparation, construction, operation and maintenance of a field water-point

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling, operating and disassembling water supply and purification equipment
- calculating and recording water flows
- following instructions/directives and reporting information
- analysing water quality data
- handling water purification chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements
- effects of weather on water quality and the operation of the site and plant
- risk factors and potential hazards of surface water systems
- safe handling and disposal of chemicals
- team work principles and strategies
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques
- written communication to a level required to complete workplace forms and reports
- basic numeracy, such as addition, subtraction and multiplication
- formulae and method for calculating water flow and volume

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL091 Prepare, operate and maintain small watercraft

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA320 Prepare, operate and maintain small watercraft.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 2 and 3 merged

Application

This unit describes the skills required to operate small watercraft. The watercraft will normally be operated in an environment of protected or calm inland waterways, conducting a range of tasks including the transport of personnel and/or equipment.

Examples of small watercraft may include:

- motorised and non-motorised boats up to five metres in length capable of accommodating a maximum ten personnel and the operator and crewman
- motorised and non-motorised rigid and non-rigid inflatable craft
- powered by outboard motors of up to 40 hp
- motorised and non-motorised bridge and ferry construction craft

While the technical aspects of this competency are concerned with 'operating a boat', the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator.

This unit applies to those working as combat arms personnel required to operate small watercraft in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision but may need to provide directions. They must demonstrate sound judgement in the use of authority, and where possible, work within the existing lines of authority. They would perform routine tasks in a broad range of contexts, such as protected or calm inland waterways or in a threat environment.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for watercraft operations	1.1 Interpret operating instructions to determine the task, the cargo, the destination and route, and compile navigation data. 1.2 Complete hasty buoyancy/flotation calculations to ensure passengers and cargo are safe to move. 1.3 Select and check equipment is for serviceability and replace or reject unserviceable items, and report to the supervisor. 1.4 Conduct shore preparation and ensure watercraft is ready for launch. 1.5 Select and apply personal protective equipment. 1.6 Conduct a safety briefing for passengers and crew prior to embarking on watercraft operations.
2. Control operation of small watercraft	2.1 Construct improvised flotation craft, when required, in accordance with technical specifications and supervisor's instructions. 2.2 Launch in accordance with standard procedures and local conditions. 2.3 Load and trim watercraft to ensure safety of crew and load.

	<p>2.4 Operate watercraft consistent with hazards and environmental conditions.</p> <p>2.5 Direct passengers in order to maintain safety and efficient boat operation.</p> <p>2.6 Carry out contingency and emergency drills to minimise threat to personnel and equipment.</p> <p>2.7 Disembark and/or unload personnel and/or loads.</p>
3. Recover and restore vessel	<p>3.1 Recover watercraft from a ramp or improvised landing site.</p> <p>3.2 Check, clean and service watercraft and associated equipment, report defects and complete documentation.</p> <p>3.3 Debrief staff and/or management.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFC320 Prepare, operate and maintain small watercraft.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL091 Prepare, operate and maintain small watercraft

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using knots and lashings
- monitoring hazards and applying safety principles to operations
- calculating and recording number and weight of passengers, stores and equipment
- carrying both equipment and personnel
- managing the full range of contingency and emergency actions
- providing directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents including man overboard and capsized

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable statutory waterways rules for watercraft operation
- local water hazards and environmental conditions
- effects of water moving over objects and obstacles
- buoyancy/floatation calculations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL092 Assist in the construction of wet gap crossings

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA321 Assist in the construction of wet gap crossings.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 removed • PC 1.3 and 3.2 revised

Application

This unit describes the skills required to plan and prepare for wet gap crossing operations, construct gap crossing equipment, and maintain and clean up site and equipment.

Equipment may include:

- floating support bridges
- fixed floating span equipment
- ferry equipment (captive and free)
- floating support bridge
- rafts
- improvised floating structures
- any other to cross rivers and other wet gaps to facilitate the movement of personnel, vehicles, cargo and equipment

Wet gap crossing is defined as a bridge that is physically supported by the water, i.e. through pontoons and associated buoyancy measures. Bridges will normally be constructed on a temporary basis to meet the operational need to provide a crossing point over a gap for personnel and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

This unit applies to those working as combat engineer personnel required to assist in the preparation, construction, operation and recovery of wet gap crossing bridging equipment, including floating support bridges, to cross rivers and other wet gaps to facilitate the movement of personnel, vehicles, cargo and equipment in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, but may undertake some autonomous tasks. They would perform routine tasks in a broad range of contexts that could be unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for wet gap crossing operations	1.1 Select and wear appropriate personal protective equipment. 1.2 Conduct site layout and preparation. 1.3 Check all wet gap crossing bridging components against the inventory and materials list and prepare for operation. 1.4 Report component, tool and equipment faults and deficiencies to the supervisor. 1.5 Select tools and equipment required for the task, check them for serviceability.
2. Construct a wet gap crossing	2.1 Assemble and adjust jigs, fixtures and equipment to be used in construction. 2.2 Assemble and check bridge components for compliance, accuracy and alignment.
3. Maintain and clean up site and	3.1 Maintain gap crossing sites and crossing systems. 3.2 Recover, clean and maintain gap crossing equipment, tools and

equipment	<p>unused materials.</p> <p>3.3 Document and report faults and deficiencies in gap crossing equipment, tools and unused materials.</p> <p>3.4 Store or redeploy to another site gap crossing equipment, tools and materials.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA321 Assist in the construction of wet gap crossings.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL092 Assist in the construction of wet gap crossings

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting plans and job instructions
- manually handling construction materials and heavy bridging components
- working with plant
- following instructions/directives and report information
- participating in teams
- encouraging other team members
- using a variety of verbal and non-verbal communication techniques including language style, active listening
- assisting in the construction of at least two wet gap crossings anchorages
- participating in the construction of:
 - one gap crossing with a span of at least thirty metres
 - one crossing at night
- preparing a crossing site
- checking components, tools and equipment for serviceability and completeness
- participating in the assembly, construction operation and recovery of various types of crossing systems
- communicating effectively and work as part of a team
- operating construction equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS workplace and equipment safety requirements
- materials handling while operating tools
- site safety while working with plant
- anchorage systems, knots and lashings
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL093 Assist in the construction of dry gap crossings

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA322 Assist in the construction of dry gap crossings.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 removed • PC 1.3 and 3.2 revised

Application

This unit describes the skills required to assist in the preparation, construction, maintenance and recovery of dry gap crossing bridging equipment to cross any form of gap, including rivers and streams, to facilitate the movement of personnel, vehicles, cargo and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

This unit applies to for combat engineer personnel involved in the construction of dry gap crossings in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would usually be engaged in bridge construction as part of a team under supervision, but may undertake some autonomous tasks. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for dry gap crossing operations	1.1 Select and wear appropriate personal protective equipment. 1.2 Conduct site layout and preparation. 1.3 Check dry gap crossing bridging components against inventory and materials list for completeness and prepare for operation. 1.4 Report faults and deficiencies in bridging components. 1.5 Select tools and equipment, check for serviceability and report faults.
2. Construct a dry gap crossing	2.1 Assemble and adjust ready for use jigs, fixtures and tools to be used in construction. 2.2 Assemble bridge components and check for compliance, accuracy and alignment.
3. Maintain and clean-up site and equipment	3.1 Maintain gap crossing sites and crossing systems. 3.2 Recover, clean and maintain gap crossing equipment, tools and unused materials. 3.3 Document and report faults and deficiencies in gap crossing equipment, tools and unused materials. 3.4 Store or redeploy gap crossing equipment, tools and materials.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA322 Assist in the construction of dry gap crossings.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL093 Assist in the construction of dry gap crossings

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting and using tools and equipment appropriate to the task
- following instructions/directives and reporting information
- assisting in the construction of at least two dry gap crossings using two types of dry gap crossing bridging equipment:
 - multiple or single span gap crossing equipment
 - fixed clear span equipment
 - non equipment bridging
 - improvised and/or expedient materials
 - suspended cable equipment
 - aerial ropeways
- participating in the construction of:
 - at least one bridge of not less than fifteen metres span
 - at least one bridge constructed at night
- preparing the work site
- checking components, tools and equipment
- operating construction equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS workplace and equipment safety requirements
- materials handling while operating tools
- site safety while working with plant
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be demonstrated under field conditions over a time frame that allows for individuals to be assessed in the various tasks related to the construction of at least two dry gap crossings using two types of equipment, in the workplace or in a simulated workplace environment. Specifically, access is required to the following resources:

- selected dry gap crossing equipment and components (multiple or single span gap crossing equipment, fixed clear span equipment, non-equipment bridging, improvised and/or expedient materials, suspended cable equipment, aerial ropeways)
- tools, equipment and materials required to support the construction and operation of dry gap crossing equipment
- suitable dry gap training area

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL094 Assist in the preparation, construction and maintenance of roads and tracks

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA323 Assist in the preparation, construction and maintenance of roads and tracks.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to assist in the preparation, construction and maintenance of minor roads and tracks to provide access to work sites, camps and other installations. The minor roads and tracks will normally be of a temporary nature and can be expected to carry only a moderate amount of vehicular traffic without major upgrading, construction and maintenance work to bring it up to a permanent standard. Roads and tracks will normally be constructed in field conditions.

This unit was developed for combat engineer personnel required to assist in the preparation, construction and maintenance of minor roads and tracks to provide access to work sites, camps and other installations in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would usually work as part of a team under supervision, but may undertake some tasks independently. They must use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for construction	1.1 Select and wear appropriate personal protective equipment. 1.2 Select and check for serviceability tools and equipment required for the job and report any faults to the supervisor. 1.3 Lay out road/track line and clear it of vegetation and obstructions.
2. Construct road/track sub base	2.1 Remove soil manually or with the assistance of plant support to establish a base of suitable width, slope and stability. 2.2 Coordinate soil and waste removal with plant operators and dump or store. 2.3 Compact or stabilise soil (chemically or mechanically) with the assistance of plant support. 2.4 Make provision for drainage and crossing points progressively.
3. Construct road/track surface and drainage	3.1 Transfer, spread, compact and lay/fix road/track base and other surface materials to meet the planned road/track design. 3.2 Provide drains and establish water runoff.
4. Construct crossings	4.1 Cut and prepare road/track surface at crossing point using appropriate compaction. 4.2 Install culverts in accordance with the predicted volume of water. 4.3 Place, backfill and compact pipes or cords.
5. Maintain road/track and refurbish work site	5.1 Monitor condition of road/track in relation to volume of traffic, loads and expected future requirements. 5.2 Identify and repair or report damage likely to lead to safety or environmental issues. 5.3 Plan and carry out normal wear and tear damage repair with minimal disruption to other activities. 5.4 Identify and modify ineffective drainage.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA323 Assist in the preparation, construction and maintenance of roads and tracks.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL094 Assist in the preparation, construction and maintenance of roads and tracks

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using power tools, hand tools, small plant and other engineering equipment
- measuring relative to the construction process
- using expedient and improvised construction methods and materials
- following instructions/directives and reporting information
- reading and interpreting job instructions, procedures manuals, job guides, field engineering pamphlets, technical specifications, manufacturer's specifications, plans, maps and overlays

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace and equipment safety requirements
- capabilities of small plant and equipment
- materials handling and storage
- expedient and improvised construction methods
- composition of teams and roles and responsibilities of team members
- basic numeracy required to determine linear measurement, and number and placement of pegs

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL095 Assist in the construction and maintenance of field structures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA324 Assist in the construction and maintenance of field structures.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to construct and maintain a range of field structures, such as bunkers, strongpoints, towers and shelters. Construction is usually of a temporary nature and is undertaken employing expedient construction methods using both commercially available and improvised materials. Construction will normally be carried out in a field environment.

This unit was developed for combat arms personnel involved in the construction and maintenance of field structures in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work as part of a team under supervision, but may undertake some tasks independently. They use discretion and judgement, and take responsibility for the quality of their outputs in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare work site	1.1 Select and wear personal protective equipment. 1.2 Conduct site layout and preparation in accordance with approved sketches, drawings, specifications and job instructions. 1.3 Inspect for serviceability and prepare for operation all tools and equipment and report defects to the supervisor. 1.4 Source, prepare and stockpile materials in accordance with work schedule, design specifications and job instructions.
2. Build and maintain field structures	2.1 Conduct earthworks for hardstanding, pits and trenches manually, or with plant and operator support, in accordance with specifications and site requirements. 2.2 Position fabricated/pre-fabricated components for assembly. 2.3 Assemble jigs, fixtures and other equipment apply to support construction. 2.4 Erect scaffolding in accordance with job requirements. 2.5 Lay/assemble concrete, bricks/blocks, timber, wire mesh, matting, steel and other materials according to job specifications. 2.6 Conduct horizontal and vertical construction to specification using expedient methods and materials available. 2.7 Camouflage site progressively and maintain concealment. 2.8 Check assembly/construction for compliance with specifications.
3. Maintain and clean-up site and equipment	3.1 Maintain, further develop and/or repair field structures to specification. 3.2 Remove from site, clean, service, maintain and store plant, vehicles, tools and other equipment and complete documentation. 3.3 Clear area and dispose of waste material.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA324 Assist in the construction and maintenance of field structures.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL095 Assist in the construction and maintenance of field structures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- reading drawings, plans and sketches
- selecting construction materials
- measuring relative to the construction process
- utilising expedient and improvised methods to construct field structures
- reporting information
- laying out a site
- preparing materials and equipment for construction
- applying appropriate expedient construction methods and procedures to the construction including accurate measuring and levelling
- using standard processes to handle and place materials
- completing the construction of field structures to the specified standard

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace and equipment safety requirements
- materials handling and storage
- measurement relative to construction
- expedient and improvised construction methods

- types and use of field structures
- drawings, plans and graphic representation including lettering, symbols tables, charts, specifications
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening

Assessment Conditions

Competency should be demonstrated under field conditions over a time frame that allows for constructing and maintaining a number of field structures utilising expedient construction methods and a variety of materials. Assessment should include construction of at least three types of field structures, at least one above and one below ground structure.

Competency should be assessed in the workplace or in a simulated workplace environment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL096 Prepare and operate a field water-point

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC325 Prepare and operate a field water point.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.10 and 2.7 removed

Application

This unit describes the skills required to prepare and operate a field water point. Suitable water sources include bores, canals, dams, existing piped supplies, lakes, oceans, rivers, or springs.

This unit applies to combat engineer personnel who are required to locate suitable water sources, select suitable work sites, operate and maintain a field water point, and refurbish sites in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for water acquisition	1.1 Receive and process requirement and confirm with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct analysis of the area from available data to identify potential water sources. 1.4 Conduct site surveys, risk and environmental assessments. 1.5 Develop field water point plan in accordance with survey, water quality and quantity, resources, risks and environmental considerations. 1.6 Refer problems that cannot be resolved locally to higher authority for resolution. 1.7 Confirm and monitor competence of team members. 1.8 Brief team. 1.9 Liaise with outside agencies.
2. Construct a field water point	2.1 Direct and supervise team in accordance with plan. 2.2 Organise and direct support from outside agencies. 2.3 Locate and mark local utility assets to prevent damage. 2.4 Establish routes in and out of water points. 2.5 Design and construct/establish structures. 2.6 Provide technical advice to the chain of command and/or support agencies.
3. Operate and maintain a field water point	3.1 Produce, store and distribute potable water. 3.2 Supervise water point team. 3.3 All unexpected situations that require a response are recognised and responded to in accordance with operational requirements and standard procedures. 3.4 Provide reports and data to higher authority.
4. Refurbish site and finalise activity	4.1 Refurbish site in accordance with environmental requirements. 4.2 Dispose of chemicals and waste in accordance with

	<p>environmental requirements.</p> <p>4.3 Recover, clean and maintain equipment, tools and materials.</p> <p>4.4 Store or redeploy equipment, tools and materials.</p> <p>4.5 Complete documentation.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA325 Prepare and operate a field water point.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL096 Prepare and operate a field water-point

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing instructions
- conducting and quality assuring water analysis
- conducting risk assessment
- conducting tactical and technical water-point reconnaissance
- managing fuel/chemical spill containment
- managing the storage of water
- preparing and issuing instructions and orders
- providing advice
- selecting and maintaining routes
- supervising the construction of improvised water towers
- communicating effectively with team personnel and outside agencies
- monitoring water quality and quantity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- design and construction requirements of improvised water towers
- environmental considerations:
 - chemical storage/MSDS
 - fuel/chemical spill containment

- legal responsibilities
- pathology report of water samples
- relevant legislation and procedures in relation to environmental requirements
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- requirements of a technical reconnaissance of a water point
- water analysis and storage requirements

Assessment Conditions

Competency should be demonstrated over a time frame that allows the individual to be observed in all aspects of the operation, a typical time frame would be three days.

Competency should be assessed in the workplace or in a simulated work environment. Specifically, access is required to the following resources:

- field water point equipment and accessories relevant to the task
- team
- hand tools, power tools, plant and other equipment appropriate to the supply of water
- suitable water supply
- field water point site
- pathology report of water samples

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL097 Operate an inland modular raft or ferry

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA326 Operate an inland modular raft or ferry.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.13 removed

Application

This unit describes the skills required to operate an inland modular raft or ferry. The raft or ferry will consist of at least three connected, unpowered pontoons that are propelled by at least two tugs. This unit of competency covers the assembly, navigation, and manoeuvring of the raft or ferry. The raft or ferry will normally be driven in an environment of protected or inland waterways, while conducting a range of tasks including the transport of personnel and/or equipment.

This unit applies to combat engineer personnel who are required to operate an inland modular raft or ferry in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for raft or ferry operation	1.1 Determine task, cargo, destination and route from operating instructions. 1.2 Compile navigation data. 1.3 Check cargo weight is within the safe operating limit of the craft and complete manifests to ensure passengers and cargo are safe to move. 1.4 Conduct launch site survey, risk and environmental assessment. 1.5 Determine suitable raft or ferry design. 1.6 Develop assembly and disassembly plan in accordance with design, resources, surveys, risks and environmental considerations. 1.7 Select equipment and check for serviceability, replace or reject, and report unserviceable items. 1.8 Check operator and crew conform to relevant state/territory and federal licensing requirements. 1.9 Refer problems that cannot be resolved locally to higher authority for resolution. 1.10 Brief crew. 1.11 Liaise with outside agencies as required. 1.12 Conduct shore preparation and prepare the pontoons and tugs for launch.
2. Assemble and manoeuvre the raft or ferry	2.1 Direct and supervise crew. 2.2 Launch tugs and pontoons. 2.3 Assemble raft or ferry in accordance with assembly plan. 2.4 Brief passengers on safety issues prior to embarking. 2.5 Load raft or ferry in accordance with manifest and check security, alignment and load stability. 2.6 Navigate and manoeuvre raft or ferry consistent with hazards and environmental conditions. 2.7 Conduct contingency and emergency drills to minimise threat to personnel and equipment.

	<p>2.8 Disembark personnel and unload equipment.</p> <p>2.9 Recognise and respond to unexpected situations that require a quick and decisive response in accordance with operational requirements.</p>
3. Recover and restore raft or ferry	<p>3.1 Disassemble raft or ferry in accordance with disassembly plan.</p> <p>3.2 Recover pontoons and tugs.</p> <p>3.3 Check equipment for serviceability, clean and service it, and report any defects.</p> <p>3.4 Complete documentation.</p> <p>3.5 Complete debriefing requirements.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA326 Operate an inland modular raft or ferry.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL097 Operate an inland modular raft or ferry

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- commanding and controlling crew, passengers and loads
- commanding and navigating the raft or ferry by day and night
- monitoring hazards and applying safety principles to operations
- reading and interpreting navigation charts
- operating the LRV to launch and recover tugs and pontoons
- supervising raft and ferry construction
- using clear interpersonal communication as operator of the vessel
- using knots and lashings
- operating a raft or ferry on various waterways
- managing contingency and emergency actions
- manoeuvring a raft or ferry, with a minimum weight of twenty tonnes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable statutory waterways rules for watercraft operation
- boat specific safety requirements and fire suppressant system
- gap reconnaissance
- hasty buoyancy/floatation calculations
- launch and recovery procedure for the launch and recovery vehicle

- loading procedures and centre of gravity
- effects of water moving over objects and obstacles
- effects of wind on floating objects
- manifest data
- raft and ferry design and construction sequence

Assessment Conditions

Competency should be demonstrated over a time frame that allows for the preparation, launch, recovery, navigation and manoeuvring of a raft or ferry under a range of water operating conditions carrying personnel or cargo, either in the workplace or in a simulated work environment. Specifically, access is required to the following resources:

- tugs and pontoons
- associated equipment and accessories, including cargo crew
- suitable waterways with access to flowing/tidal water

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL111 Undertake reconnaissance tasks

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA404B Undertake reconnaissance tasks.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 and 2.5 removed

Application

This unit describes the skills required to operate as a team member during the conduct of reconnaissance tasks in the Defence Force. Reconnaissance operations require soldiers to operate in small teams in close proximity to the enemy in order to gather information to inform their commanders.

This unit applies to those working as combat arms personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for reconnaissance tasks	1.1 Interpret and clarify reconnaissance orders. 1.2 Conduct battle procedure. 1.3 Select appropriate equipment, check for serviceability and fit as directed and/or required by the operational environment.
2. Conduct a reconnaissance patrol	2.1 Adhere to formations in accordance with operational requirements. 2.2 Conduct drills and procedures. 2.3 Minimise detection when completing movement. 2.4 Conduct patrol debrief.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing NA					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA404B Undertake reconnaissance tasks.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL111 Undertake reconnaissance tasks

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying navigation techniques
- applying operational safety
- preparing and using reconnaissance equipment
- utilising reconnaissance techniques
- applying fieldcraft and battle craft

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- cultural awareness
- fire control orders
- navigation techniques
- WHS requirements
- Orders for Opening Fire
- recognised safety precautions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL112 Undertake surveillance tasks

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC405B Undertake surveillance tasks.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.6 reworded

Application

This unit describes the skills required to undertake surveillance patrols as part of a team during land operations in the Defence Force. Surveillance patrolling is carried out in both forward and rear areas to detect, locate, identify and report on threats and to monitor the threat environment. A surveillance patrol team consists of up to ten people (for example an infantry section). Surveillance patrols are conducted to both maintain security and to gain information such as:

- changes in patterns of normalcy
- characteristics of infrastructure and facilities
- sign of activity
- strength and disposition of threat

This unit applies to those working as arms personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for patrolling	1.1 Interpret and clarify operation orders. 1.2 Check and assemble equipment. 1.3 Carry out personal preparation in accordance with patrol orders, operational requirements and standard procedures. 1.4 Carry out patrol rehearsals in accordance with patrol orders operational requirements and standard procedures.
2. Conduct surveillance patrol	2.1 Conduct insertion and extraction into and out of patrol. 2.2 Maintain patrol security. 2.3 Adhere to formations. 2.4 Conduct patrol drills and procedures. 2.5 Apply navigational techniques. 2.6 Detect and report signs of threat presence. 2.7 Locate, identify and monitor threat when present within designated areas.
3. Finalise patrolling activities	3.1 Conduct post patrol activities. 3.2 Conduct post patrol administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA405B Undertake surveillance tasks.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL112 Undertake surveillance tasks

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- employing relevant patrol equipment
- preparing and using surveillance equipment
- applying fieldcraft and battle craft
- conducting surveillance on a target
- assimilating orders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative requirements
- battle craft
- characteristics, technical capabilities, effects, employment and limitations of patrol weapons
- characteristics, technical capabilities, effects, employment and limitations of relevant patrol equipment
- current operational environment
- fieldcraft
- first aid
- navigation techniques
- operational safety

- patrol drills
- preventative health measures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL113 Operate a service pistol

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA406B Operate a service pistol.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a service pistol. Operating a service pistol involves the ability to safely handle, safely maintain, safely operate and safely fire the service pistol.

This unit applies to those working as combat arms personnel required to operate a service pistol.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a group usually in self-defence. They would work under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service pistol	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry service pistol.
2. Maintain a service pistol	2.1 Strip and assemble service pistol. 2.2 Clean and maintain pistol and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a service pistol	3.1 Fill and empty service pistol magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment.
4. Fire a service pistol	4.1 Identify and engage targets to fire a service pistol. 4.2 Comply with Range Safety Brief and Practice Brief when firing a service pistol on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA406B Operate a service pistol.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL113 Operate a service pistol

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying recognised safety precautions
- conducting weapon drills including:
 - safety precautions
 - degrees of weapon readiness
 - immediate action and stoppage
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the pistol and ammunition
- WHS requirements
- Practice Brief
- Range Safety Brief
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL114 Operate a sustained fire machine gun

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC407B Operate a sustained fire machine gun.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a sustained fire machine gun. It involves the ability to safely handle, safely maintain, safely operate and safely fire the sustained fire machine gun. A sustained fire machine gun is normally fired from a tripod utilising a sighting system enabling direct and indirect fire.

This unit applies to those working as combat arms personnel required to operate a sustained fire machine gun.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a sustained fire machine gun	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry sustained fire machine gun.
2. Maintain a sustained fire machine gun	2.1 Strip and assemble sustained fire machine gun. 2.2 Clean and service sustained fire machine gun and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a sustained fire machine gun	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a sustained fire machine gun	4.1 Identify and engage targets to fire sustained fire machine gun. 4.2 Comply with Range Safety Brief and Practice Brief when firing a sustained fire machine gun on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA407B Operate a sustained fire machine gun.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL114 Operate a sustained fire machine gun

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- aiming the sustained fire machine gun
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills including:
 - safety precautions
 - degrees of weapon readiness
 - immediate action and stoppage
- firing the weapon using, as a minimum, ball ammunition
- firing the weapon mounted on a tripod
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the sustained fire machine gun and ammunition
- degrees of weapon readiness
- WHS requirements
- marksmanship principles
- range safety

- safety precautions of the sustained fire machine gun
- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL115 Operate sustained fire machine guns on operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC408B Operate sustained fire machine guns on operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to conduct battle shooting on operations with sustained fire machine guns, including but not limited to MAG 58 and 12.7 Quick Change Barrel (QCB), in the Defence Force. This is only assessed in an operational environment, for example, as a member of a direct fire support weapons platoon.

This unit applies to those working as combat arms personnel required to operate a sustained fire machine on operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a sustained fire machine gun	1.1 Conduct weapon drills. 1.2 Adopt fire positions as required by environment and threat. 1.3 Secure ammunition.
2. Apply fire with a sustained fire machine gun	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Comply with Rules of Engagement and Orders for Opening Fire when firing a sustained fire machine gun on operations, in accordance with operational requirements. 2.3 Identify and engage targets as required by the operational environment.
3. Maintain and stow a sustained fire machine gun	3.1 Clean and service sustained fire machine gun and associated equipment as required by the operational conditions. 3.2 Identify and rectify defects if within limits of authority or report them to supervisor. 3.3 Complete documentation. 3.4 Secure sustained fire machine gun.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA408B Operate sustained fire machine guns on operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL115 Operate sustained fire machine guns on operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft and fieldcraft
- applying recognised safety precautions
- carrying out weapon drills including:
 - action
 - checking clearances
 - degrees of weapon readiness
 - dismount
 - firing
 - immediate action and stoppage
 - mounting
 - parallel
 - safety precautions
 - scales adjustment
 - sight calibration
 - stripping and assembling
- firing the weapon using, as a minimum, linked ball ammunition
- applying a variety of engagement techniques including at least two of:
 - destruction
 - fixing
 - harassing

- neutralisation
- suppression
- varied rates of fire
- firing, as a minimum, from any unsupported position
- recognising limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the sustained fire machine gun and ammunition
- fieldcraft
- fire control orders
- WHS requirements
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in a simulated workplace environment using live ammunition in a range of actual live firing contexts based on a number of realistic operational scenarios. The context of assessment is simulated due to the nature of this high risk environment.

Specific resources for assessment include access to:

- sustained fire machine gun
- ammunition
- simulated operational environment

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL116 Operate a shotgun

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC409B Operate a shotgun.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1, 4.1 and 4.2 removed • Element 1 one new PC • Elements 3 & 4 merged

Application

This unit describes the skills required to operate a shotgun, such as the Remington 870. Operating a shotgun involves the ability to safely handle, safely maintain, safely operate and safely fire it.

This unit applies to those working in Defence as combat arms personnel required to operate a shotgun.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a shotgun	1.1 Identify shotgun safety requirements. 1.2 Carry and handle shotgun. 1.3 Identify, select and handle ammunition. 1.4 Secure shotgun.
2. Maintain a shotgun	2.1 Strip and assemble shotgun. 2.2 Clean and service shotgun and associated equipment. 2.3 Clean inspect and carry ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete relevant documentation.
3. Operate a shotgun	3.1 Fill shotgun magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment. 3.6 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA409B Operate a shotgun.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL116 Operate a shotgun

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the shotgun
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills including:
 - safety precautions
 - degrees of weapon readiness
 - immediate action and stoppage
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the shotgun and ammunition
- cycle of operation of the shotgun
- degrees of weapon readiness
- marksmanship principles
- safety precautions of the shotgun
- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL117 Throw grenades on operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA410B Throw grenades on operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 3 one new PC

Application

This unit describes the skills required to throw a grenade on operations in the Defence Force.

This unit applies to those working as combat arms personnel required to throw grenades in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team, and usually under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a grenade	1.1 Identify and select grenade. 1.2 Handle and carry grenade. 1.3 Adopt throwing positions as required by environment and threat.
2. Throw a grenade	2.1 Conduct grenade drills. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow grenades	3.1 Clean and service grenade and associated equipment in all operational conditions. 3.2 Identify defects and report to supervisor. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA410B Throw grenades on operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL117 Throw grenades on operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting fire control orders
- completing grenade drills including:
 - safety precautions
 - throwing drills
- throwing the high explosive (HE) grenade from various positions including at least one of:
 - kneeling
 - lying
 - standing

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the grenade
- fieldcraft
- fire control orders
- grenade drills
- recognised safety precautions
- target indications

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL118 Operate a grenade launcher

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC411B Operate a grenade launcher.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a grenade launcher. Operating a grenade launcher involves the ability to safely handle, maintain, operate and fire the grenade launcher. The grenade launcher fires a grenade designed to be used against area and point targets. The weapon is carried by one person and can be fired from normal small arms firing positions.

This unit applies to those working as combat arms personnel required to operate a grenade launcher.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a grenade launcher	1.1 Identify, select and safely handle ammunition. 1.2 Handle, carry and secure grenade launcher.
2. Maintain a grenade launcher	2.1 Strip and assemble grenade launcher. 2.2 Clean and service grenade launcher and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a grenade launcher	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a grenade launcher	4.1 Identify and engage targets to fire grenade launcher. 4.2 Comply with Range Safety Brief and Practice Brief when firing a grenade launcher on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA411B Operate a grenade launcher.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL118 Operate a grenade launcher

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the grenade launcher
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting following weapon drills:
 - safety precautions
 - degrees of weapon readiness
 - immediate action and stoppage
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the grenade launcher and ammunition
- WHS requirements
- marksmanship principles
- range safety
- safety precautions of the grenade launcher

- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL119 Operate a mortar

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC412B Operate a mortar.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • Elements 2 and 3 merged

Application

This unit describes the skills required to operate a mortar, including the 81mm mortar, in the Defence Force.

This unit applies to those working as combat arms personnel required to operate mortar equipment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Position the weapon	1.1 Prepare weapon position for firing. 1.2 Prepare ancillary equipment for use and operate as required or directed. 1.3 Prepare weapon for firing.
2. Fire the weapon	2.1 Prepare sighting equipment for use and operate as required or directed. 2.2 Calculate firing data both manually and electronically, and communicate to supervisor. 2.3 Aim and adjust mortar as directed. 2.4 Handle and prepare ammunition. 2.5 Inspect ammunition visually and report defects to supervisor. 2.6 Conduct weapon drills. 2.7 Fire mortar in an operational environment and in accordance with orders.
3. Maintain and stow the mortar	3.1 Clean and service weapon and associated equipment as required. 3.2 Identify and rectify defects within limits of authority or report to supervisor. 3.3 Complete documentation. 3.4 Secure mortar.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFC412B Operate a mortar.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL119 Operate a mortar

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft
- applying recognised safety precautions
- interpreting fire control orders
- carrying out weapon drills including:
 - action
 - adjustment of scales
 - cease fire
 - firing
 - misfire
 - parallel
 - position aiming posts
- firing the weapon using, as a minimum, high explosive ammunition
- completing a variety of firing data calculations at least two of:
 - circular/rectangular sheath
 - coverage
 - datum
 - grids
 - intersection
 - linear
 - link shooting

- location
- polar
- proving the belt
- shift

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of mortars and ammunition
- fieldcraft
- target indication procedure
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL120 Operate a direct fire support weapon

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC413B Operate a direct fire support weapon.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a direct fire support weapon, including any in service 66 mm or 84 mm direct fire support weapon. Operating a direct fire support weapon involves the ability to handle, maintain, operate and fire the direct fire support weapon. The weapon is designed to be carried by a person.

This unit applies to those working as combat arms personnel required to operate direct fire support weapons.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire support weapon	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry direct fire support weapon.
2. Maintain a direct fire support weapon	2.1 Strip and assemble direct fire support weapon. 2.2 Clean and service direct fire support weapon and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a direct fire support weapon	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a direct fire support weapon	4.1 Identify and engage target to fire direct fire support weapon. 4.2 Comply with Range Safety Brief and Practice Brief when firing a direct fire support weapon on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA413B Operate a direct fire support weapon.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL120 Operate a direct fire support weapon

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the direct fire support weapon
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the direct fire support weapon and ammunition
- degrees of weapon readiness
- WHS requirements
- marksmanship principles
- range safety
- safety precautions of the direct fire support weapon
- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL121 Operate direct fire support weapon systems on operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA414B Operate direct fire support weapon systems on operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to safely handle, aim, fire, and maintain direct fire support weapon systems (such as the 84 mm Carl Gustaf) designed to destroy targets and provide battlefield effects. The weapon system is carried and operated by a team.

All members of the team must be thoroughly familiar with target identification, the characteristics and capabilities of the weapon system and be competent in the application of fire in an operational environment. The team will usually operate under direct Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working in Defence as combat arms personnel.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire support system	1.1 Handle and carry weapon. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a direct fire support system	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Identify and engage targets.
3. Maintain and stow a direct fire support system	3.1 Conduct maintenance. 3.2 Identify and rectify defects within limits of authority or reported to supervisor. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA414B Operate direct fire support weapon systems on operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL121 Operate direct fire support weapon systems on operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- using binoculars
- carrying out weapon drills including:
 - checking clearances
 - degrees of weapon readiness
 - immediate action and misfire
 - safety precautions
 - stripping and assembling
- identify the target type
- firing the weapon using high explosive ammunition
- achieving the desired effect of fire – destruction, obscuration, illumination fire - from any supported or unsupported position
- recognising limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft

- characteristics, technical capabilities, effects, employment and limitations of the weapon
- characteristics, technical capabilities of the system
- fieldcraft
- fire control orders
- safety precautions associated with the equipment
- target identification
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL122 Operate anti-personnel weapon

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC415B Operate anti-personnel weapon.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.3 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to operate an antipersonnel weapon, including the M18A1 Claymore. This involves the ability to handle, maintain, operate and arm the antipersonnel weapon. Antipersonnel weapons are directional, command detonated, fragmentation devices.

This unit applies to those working as combat arms personnel required to operate an antipersonnel weapon.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle and maintain the antipersonnel weapon	1.1 Handle, carry and secure antipersonnel weapon. 1.2 Clean and service antipersonnel weapon and associated equipment. 1.3 Identify and rectify defects within limits of authority or report them to supervisor. 1.4 Complete documentation.
2. Operate and arm the antipersonnel weapon	2.1 Conduct weapon drills. 2.2 Aim the antipersonnel weapon. 2.3 Employ weapon equipment. 2.4 Sight and arm antipersonnel weapon. 2.5 Comply with Range Safety Brief and Practice Brief when using an antipersonnel weapon on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA415B Operate anti-personnel weapon.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL122 Operate anti-personnel weapon

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- carrying out weapon drills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the antipersonnel weapon and ammunition
- WHS requirements
- range safety
- safety precautions of the antipersonnel weapon

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL123 Employ hand operated pyrotechnics

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA416C Employ hand operated pyrotechnics.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to effectively employ pyrotechnics in the Defence Force. Pyrotechnics are usually used for illumination, signalling and obscuration.

This competency was developed for combat arms personnel working with pyrotechnics, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle pyrotechnics	1.1 Identify and select pyrotechnics according to operational requirements. 1.2 Handle and carry pyrotechnics. 1.3 Adopt operating positions as required by circumstances and type of pyrotechnic. 1.4 Monitor environmental factors to ensure safety.
2. Operate pyrotechnics	2.1 Activate pyrotechnics. 2.2 Achieve outcome required from using pyrotechnics. 2.3 Minimise environmental impact arising from use of pyrotechnics and recover waste products.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA416C Employ hand operated pyrotechnics.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL123 Employ hand operated pyrotechnics

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- employing pyrotechnics for illumination, signalling and obscuration

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the pyrotechnics
- WHS requirements
- recognised safety precautions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL124 Destroy targets using a direct fire guided weapons system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA417B Destroy targets using a direct fire guided weapons system.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.5, 2.2 and 2.5 removed• PC 1.2 and 1.6 merged

Application

This unit describes the skills required to safely handle, aim, fire, and maintain direct fire guided weapon systems designed to destroy targets, which may include Dragon, Javelin, Milan, and TOW. The weapon is designed to be carried by a person. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working as combat arms personnel required to operate direct fire guided weapon systems designed to destroy targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would normally operate the weapon in a team environment under supervision. The operators must be thoroughly familiar with characteristics and capabilities of the guided weapon system and competent in the application of fire in an operational or simulated operational environment. They would perform specific tasks in a broad range of contexts that can be unpredictable.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire guided weapon system	1.1 Handle and carry weapon. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Fire with a direct fire guided weapon system	2.1 Employ weapon sighting systems as required by the operational environment. 2.2 Sight, identify and select targets. 2.3 Track and engage targets as required by the operational environment.
3. Maintain and stow a direct fire guided weapon system	3.1 Conduct maintenance. 3.2 Identify defects and rectify within limits of authority or reported to supervisor. 3.3 Complete documentation. 3.4 Secure direct fire support system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA417B Destroy targets using a direct fire guided weapons system.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL124 Destroy targets using a direct fire guided weapons system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- handling weapon safely in an operational environment
- using binoculars
- tracking and engaging targets using the weapon system
- carrying out weapon drills including:
 - checking clearances
 - degrees of weapon readiness
 - immediate action and misfire
 - safety precautions
 - stripping and assembling
- identifying the target type
- carrying out live or simulated engagements
- firing from any supported and unsupported position

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the weapon

- characteristics, technical capabilities of the system
- fieldcraft
- fire control orders
- safety precautions associated with the equipment
- target identification
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL125 Operate a service rifle on operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA419B Operate a service rifle on operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.2 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to effectively conduct battle shooting on operations with a service rifle in the Defence Force. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit was developed for combat arms personnel required to operate a service rifle in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service rifle	1.1 Handle and carry service rifle. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a service rifle	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow a service rifle	3.1 Clean and service weapon and associated equipment in all operational conditions. 3.2 Identify defects and rectify within limits of authority or report to supervisor. 3.3 Complete documentation. 3.4 Secure service rifle.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA419B Operate a service rifle on operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL125 Operate a service rifle on operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- handling weapons in an operational environment
- following fire control orders
- working in a team
- conducting the following weapon drills:
 - checking clearances
 - degrees of weapon readiness
 - immediate action and stoppage
 - safety precautions
 - stripping and assembling
- firing the weapon using, as a minimum, ball ammunition
- applying engagement techniques including at least one of:
 - fix
 - destruction
 - neutralisation
 - rates of fire
 - suppression
- recognising limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the service rifle and ammunition
- fieldcraft
- fire control orders
- WHS requirements
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

The service rifle operator must be able to achieve the organisational standard of operation and marksmanship, in Defence stipulated in Training the Battle Shot Stage 5; MLW 2 9 1 Training the Battle Shot.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL126 Operate a light support weapon on operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC420B Operate a light support weapon on operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.2 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to effectively conduct battle shooting on operations with a light support weapon, which may include the F89 Minimi. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working as combat arms personnel required to operate a light support weapon on operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a light support weapon	1.1 Handle and carry light support weapon. 1.2 Identify, select, handle, secure and maintain ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a light support weapon	2.1 Employ weapon sighting systems and associated equipment. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow a light support weapon	3.1 Clean and service weapon and associated equipment in all operational conditions. 3.2 Identify and rectify defects within limits of authority or reported to supervisor. 3.3 Complete documentation. 3.4 Secure light support weapon.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA420B Operate a light support weapon on operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL126 Operate a light support weapon on operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- interpreting fire control orders
- carrying out weapon drills including:
 - checking clearances
 - degrees of weapon readiness
 - immediate action and stoppage
 - safety precautions
 - stripping and assembling
- firing the weapon using, as a minimum, linked ball ammunition
- applying a variety of engagement techniques including at least one of:
 - suppression
 - destruction
 - fix
 - neutralisation
 - rates of fire

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the light support weapon and ammunition
- fieldcraft
- fire control orders
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL127 Conduct range practices

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA422B Conduct range practices.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.3 removed

Application

This unit describes the skills required to conduct weapons range practice, range practice may include the following types of ranges:

- standard 25 metre range
- 25 metre and 100 metre open ranges
- classification range
- static mechanical range
- MTR
- field firing ranges including small arms, high explosive, anti-armour and indirect fire weapons
- WTSS

This unit encompasses the safe and efficient planning and conducting of range practices as the Officer in Charge (OIC). Conducting, in this instance, also includes effective supervision of safety, and the preparation and finalisation of range practice using weapons and ammunition for which the OIC is qualified to operate.

This unit applies to Defence personnel required to perform the duties of OIC for the conduct of range practices within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks, in a range of contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a range practice	1.1 Identify and apply relevant range regulations. 1.2 Identify and employ relevant control measures. 1.3 Complete administrative requirements. 1.4 Conduct safety trace when required.
2. Conduct a range practice	2.1 Supervise and maintain safety. 2.2 Identify and apply safety trace data. 2.3 Conduct range practice in accordance with current publications and the relevant range instruction.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA422B Conduct range practices.

Links

- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL127 Conduct range practices

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- conducting the appropriate range practice
- adhering to orders and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- operational safety
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL128 Manage range practices and qualifications

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA423B Manage range practices and qualifications.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to audit weapons and range qualifications, to confirm the accuracy and safety of range instructions and to issue range qualifications within the level of authority in the Australian Defence Force (ADF).

This unit was developed for Defence personnel required to manage range practices and range qualifications within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of known contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Audit range practice documentation	1.1 Identify areas to be audited. 1.2 Select and inspect documentation to be audited to confirm currency and accuracy. 1.3 Prepare relevant reports and recommend remedial action where appropriate. 1.4 Review audit recommendations to ensure that action has been implemented.
2. Manage range safety	2.1 Inspect safety traces to confirm and approve accuracy. 2.2 Review safety instructions to ensure compliance with standard procedures. 2.3 Inspect range practices to ensure compliance with standard procedures.
3. Issue clearances to conduct range practices	3.1 Confirm ability of range conducting officers. 3.2 Issue and record authority to conduct relevant range practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA423B Manage range practices and qualifications.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL128 Manage range practices and qualifications

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- auditing weapons and range qualifications
- confirming accuracy and safety of range instructions
- issuing range qualifications within the scope of their authority
- implementing current range regulations, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL129 Observe and direct machine gun fire

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA424B Observe and direct machine gun fire.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to observe and direct machine gun fire onto targets in accordance with standard procedures in the Defence Force.

This unit applies to those working as combat arms personnel required to observe and direct machine gun fire in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under the commander's direction, and must also have authority to act independently. They will perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy appropriate vantage point and maintain concealment throughout operation. 1.2 Establish occupied position. 1.3 Establish and document reference points. 1.4 Monitor possible threats and prepare an appropriate plan of action.
2. Plan the engagement of firepower	2.1 Use standard terminology so that clear communication with all stakeholders is maintained. 2.2 Establish target position. 2.3 Determine altitude of target from map. 2.4 Maintain communications with stakeholders throughout the operation and ensure personnel safety in the target area. 2.5 Describe target to stakeholders. 2.6 Determine type of engagement and convey instructions to the gun line.
3. Direct fire onto target	3.1 Transmit planning information to the command post. 3.2 Transmit direction to fire to the gun line. 3.3 Complete target analysis after impact and if appropriate refer to supervisor. 3.4 Complete or terminate adjustments of fire.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdrawal from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA424B Observe and direct machine gun fire.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL129 Observe and direct machine gun fire

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining safety of friendly personnel at all times
- recognising and applying own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the weapon
- communication procedures
- safety associated with operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidates should complete a minimum of two live fire missions using sustained fire machine guns to engage the target.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL130 Supervise sniper operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC427B Supervise sniper operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.8 removed

Application

This unit describes the skills required to identify tasks and collect appropriate information, plan and prepare for sniping tasks, control sniping operations and finalise sniping tasks.

This unit applies to combat arms personnel required to supervise and control all aspects of sniper operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would perform independently and lead a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify tasks and collect appropriate information	1.1 Determine requirement to conduct sniping tasks from orders, and identify and apply appropriate standard procedures. 1.2 Determine and manage constraints imposed on tasks. 1.3 Identify and address training requirements. 1.4 Identify and address resource requirements. 1.5 Report shortfalls/problems through the chain of command.
2. Plan and prepare for sniping tasks	2.1 Assemble and analyse information and intelligence in support of operations. 2.2 Identify and manage risk. 2.3 Conduct decision making process. 2.4 Identify and advise sniper teams to perform specialist operations. 2.5 Adjust plans to accord with resource availability. 2.6 Prepare and issue orders to participating sniper teams indicating their missions, tasks, resources, constraints and limitations. 2.7 Supervise and conduct battle procedure.
3. Control sniping operations	3.1 Monitor operations to ensure efficient conduct and achievement of the mission. 3.2 Employ appropriate battlespace operating systems. 3.3 Modify plans to reflect requirements in effort, resources and support. 3.4 Coordinate operations as required, reallocating/adjusting resources to meet operational requirements. 3.5 Liaise with superiors, subordinates, supporting organisations and other operations being conducted as required, ensuring feedback and performance is addressed. 3.6 Action reported problems. 3.7 Provide reports.
4. Finalise sniping tasks	4.1 Document operations in accordance with current instructions. 4.2 Conduct debriefing. 4.3 Conduct post-activity analysis and make recommendations. 4.4 Compile and process reports and returns.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA427B Supervise sniper operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL130 Supervise sniper operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate materials and personnel to the operations
- developing and delivering orders, instructions, and directions
- controlling the operations to achieve the mission efficiently and safely
- writing reports and providing appropriate documentation
- identifying the application of legislative requirements
- coordinating multiple activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant sniping equipment
- characteristics, technical capabilities, effects, employment and limitations of the sniping teams
- material, personnel skills and other requirements for the operations
- Rules of Engagement relevant to the sniping operations
- procedures and requirements of the operations
- reporting requirements and procedures associated with the operations
- safety precautions associated with the operations
- sniping operations to be performed

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL131 Undertake stability actions

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA428 Undertake stability actions.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate as a team member during the conduct of stability actions in the Australian Defence Force. Stability actions involve a variety of activities conducted in a threat environment. A security operations team is a grouping of up to approximately 30 personnel (for infantry this would be a section or platoon).

This unit was developed for combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for stability actions	1.1 Receive and clarify stability action orders. 1.2 Conduct battle procedure. 1.3 Select and fit appropriate personal protective equipment as directed and/or required by the operational environment.
2. Conduct stability actions	2.1 Conduct stability actions in accordance with operational requirements and standard procedures. 2.2 Maintain security of the team. 2.3 Conduct drills and procedures.
3. Finalise stability action activities	3.1 Conduct post operation activities. 3.2 Conduct post operation administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA428 Undertake stability actions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL131 Undertake stability actions

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying cultural sensitivity
- applying navigation techniques
- applying recognised safety precautions
- assimilating orders
- interpreting fire control orders
- working as part of a team
- carrying out duties during the following activities:
 - patrol key point security
 - vehicle check points
 - cordon and search
- completing the following drills and procedures:
 - contact drills
 - counter ambush drills
 - mine incident drills
 - obstacle crossing drills
 - harbour drills
 - short and long halts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- cultural awareness
- fire control orders
- navigation techniques
- Rules of Engagement

Assessment Conditions

Competency should be demonstrated over time in a range of contexts that could be expected in the workplace. Competency should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL132 Undertake defensive actions

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC429 Undertake defensive actions.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate as a team member during the conduct of defensive actions in the Australian Defence Force. For the purpose of this unit of competency, a team is defined as a group of up to approximately 30 personnel (for infantry this would be a section or platoon).

This unit was developed for those working in Defence as combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for defensive actions	1.1 Interpret defensive action orders and clarify where required. 1.2 Conduct battle procedure. 1.3 Select and fit personal and task specific equipment.
2. Conduct defensive actions	2.1 Occupy defensive position. 2.2 Construct defences. 2.3 Conduct defensive routine. 2.4 Conduct drills and routines. 2.5 Withdraw from the defensive position.
3. Finalise defensive action activities	3.1 Conduct post operation activities. 3.2 Conduct post action administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA429 Undertake defensive actions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL132 Undertake defensive actions

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying navigation techniques
- applying operational safety
- constructing defences such as:
 - shell scrapes
 - weapon pits
 - obstacles
 - fire lanes
 - weapon stakes
- adhering to all defensive routines as detailed below:
 - applying weapon readiness states
 - camouflage maintenance
 - clearing patrols
 - maintaining communications between individual/groups
 - maintaining hygiene plan
 - maintaining obstacles
 - monitoring surveillance devices
 - observing arcs
 - range cards
 - rehearsals
 - searching ground

- stand to/down
- standing patrols
- track discipline
- using the ground

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- fire control orders
- orders for open fire

Assessment Conditions

Competency should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment. Competency should be demonstrated over time and in a range of contexts that could be expected in the workplace.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL133 Undertake offensive actions

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC430 Undertake offensive actions.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, 2.3 and 2.4 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to operate as a team member during the conduct of offensive actions such as advance, attack, ambush and/or pursuit in the Australian Defence Force.

This unit was developed for those working in Defence as combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and conduct offensive actions	1.1 Interpret and clarify offensive action orders. 1.2 Conduct battle procedure. 1.3 Conduct offensive actions. 1.4 Conduct drills and procedures.
2. Finalise security action activities	2.1 Conduct post operation activities. 2.2 Conduct post action administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA430 Undertake offensive actions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL133 Undertake offensive actions

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying navigation techniques
- applying operational safety
- applying recognised safety precautions
- interpreting fire control orders
- attacking a prepared position
- adhering to all relevant drills and procedures:
 - advance:
 - quick response force
 - contact drills
 - counter ambush drills
 - mine incident drills
 - obstacle crossing drills
 - harbour drills
 - short and long halts
 - rendezvous and marry up procedures
 - attack:
 - preparation
 - assault
 - fight through/close assault drill
 - exploitation

- reorganisation fire support
- ambush:
 - preparation
 - occupation
 - initiation
 - searching
 - withdrawal

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- fire control orders
- orders for open fire

Assessment Conditions

Competency should be demonstrated over time in a range of contexts that could be expected in the workplace. It should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL134 Undertake sniper tasks

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC431 Undertake sniper tasks.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to operate as a two man team during the conduct of sniper tasks in the Defence Force. Sniper operations require soldiers to operate in close proximity to the enemy in order to hit targets with rifle fire and gather information to inform their commanders. The sniper must be thoroughly familiar with characteristics and capabilities of the weapon and competent in the application of fire in an operational environment.

This unit applies to combat arms personnel required to operate as a two man team during the conduct of sniper tasks in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for sniper tasks	1.1 Interpret and clarify sniper orders where required. 1.2 Select and check appropriate equipment for serviceability and fit as directed and/or required by the operational environment.
2. Conduct a sniper patrol	2.1 Complete movement ensuring that detection is avoided. 2.2 Achieve standard of operation and marksmanship. 2.3 Perform sniper patrol techniques. 2.4 Conduct drills and procedures. 2.5 Complete sniper tasks. 2.6 Conduct patrol debrief.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA431 Undertake sniper tasks.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL134 Undertake sniper tasks

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> ▶ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- assimilating orders
- handling weapons safely in an operational environment
- interpreting fire control orders
- conducting drills and sniper tasks

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- battle craft

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL135 Supervise the operation of mortars

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFC432 Supervise the operation of mortars.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4, 2.1 and 3.3 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of mortars.

This unit applies to combat arms personnel who are required to supervise and control all aspects of the operation of a mortar in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy mortars	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy mortars and establish and supervise the command post.
2. Engage targets with mortars	2.1 Confirm accuracy of all firing data. 2.2 Check lay of all weapons are correct before firing. 2.3 Give appropriate firing orders to the mortar operators. 2.4 Select appropriate ammunition. 2.5 Rectify minor incidents. 2.6 Report major incidents beyond own level of authority or competence to manager and take action as directed.
3. Maintain mortars	3.1 Supervise operator maintenance activities. 3.2 Rectify reported defects within limits of authority or report to supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA432 Supervise the operation of mortars.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL135 Supervise the operation of mortars

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- directing and controlling the mortar operating crew
- supervising command post activities
- conducting sight testing
- conducting non-technical inspection

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition identification:
 - type
 - colour
 - hazard band
 - labelling
 - markings
 - lot/batch numbers
 - packaging
- safety precautions associated with the task

Assessment Conditions

Competency should be demonstrated on operations or in simulated operational environments over time while firing live high explosive ammunition. Specifically, access is required to the following resources:

- a live firing range
- mortar crews
- at least two mortars
- live ammunition

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL136 Supervise the operation of direct fire support weapons

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCA433 Supervise the operation of direct fire support weapons.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 and 3.3 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of direct fire support weapons.

This unit applies to combat arms personnel who are required to supervise and control all aspects of direct fire support weapons in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy direct fire support weapons	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy direct fire support weapons and establish and supervise the command post.
2. Engage targets with direct fire support weapons	2.1 Confirm accuracy of all firing data. 2.2 Check lay of all weapons are correct before firing. 2.3 Give appropriate firing orders to the direct fire support weapon operators. 2.4 Select appropriate ammunition. 2.5 Direct and control direct fire support weapons operations.
3. Maintain direct fire support weapons	3.1 Supervise operator maintenance activities. 3.2 Rectify reported defects within limits of authority or report to supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFGA433 Supervise the operation of direct fire support weapons

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL136 Supervise the operation of direct fire support weapons

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- directing and controlling the direct fire support weapon crew
- supervising both sustained fire machine gun and medium direct fire support weapons
- supervising sight testing
- supervising non-technical inspections

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition identification:
 - type
 - colour
 - hazard band
 - labelling
 - markings
 - lot/batch numbers
 - packaging
 - nomenclature
- safety precautions associated with the task

Assessment Conditions

Competency should be demonstrated in a simulated operational environment over time while firing live high explosive and ball link ammunition. Specifically, access is required to the following resources:

- at least two direct fire support weapons of each type, such as sustained fire machine gun and medium direct fire support weapons
- competent direct fire support weapon crews
- live ammunition
- a live firing range

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL137 Apply non-lethal unarmed self-defence techniques

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM201B Apply non-lethal unarmed self-defence techniques.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.5 removed

Application

This unit describes the skills required to select and apply appropriate non-lethal unarmed self-defence (NUSD) techniques to control persons in operational situations. It includes the ability to minimise the risk to self and others, to quickly re-assess the situation and respond to unexpected changes in circumstances.

This unit was developed for Defence personnel required to apply NUSD techniques in deployed operational situations, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently and as part of a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need to use NUSD techniques	1.1 Evaluate need to use NUSD techniques against use of force guidelines. 1.2 Assess person's intentions based on risk assessment and identified opportunities. 1.3 Consider capacity to complete action effectively prior to commencement and assess alternative actions for viability. 1.4 Identify situations requiring assistance and request support.
2. Use NUSD techniques	2.1 Select NUSD techniques to ensure protection of self and efficient completion of movement. 2.2 Apply techniques in accordance with use of force guidelines. 2.3 Carry hand restraints in a secure, protected and accessible position for safe deployment. 2.4 Present and apply hand restraints using recognised techniques in accordance with use of force guidelines and legal requirements. 2.5 Compare sufficiency of response against identified opportunities constantly.
3. Contain the incident	3.1 Adjust response with changing circumstances in accordance with use of force guidelines and tactical options model. 3.2 Detain, handle and search people within the limits of legal requirements. 3.3 Provide care and protection to detainees. 3.4 Reassess situation to determine and request support requirements
4. Evaluate response	4.1 Evaluate and review effectiveness of response in a debrief. 4.2 Provide feedback to participants and supervisors based on accurate and constructive observations of incidents in order to optimise future performance. 4.3 Comply with systems, records and reporting procedures. 4.4 Identify and manage effects of stress using recognised stress management techniques.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM201B Apply non-lethal unarmed self-defence techniques.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL137 Apply non-lethal unarmed self-defence techniques

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying first aid
- applying legislative and/or legal provisions including provisions governing the use of force, reactive force, misuse of force, proactive force, the duty of care under criminal, civil and international law.
- applying observation techniques
- communicating and negotiating under stressful situations
- interpreting instructions to facilitate solutions within operating parameters
- following instructions and reporting information
- recording and reporting information accurately
- interpreting and complying with legal and procedural requirements
- applying and terminating force
- applying control techniques that ensure continued protection of self and others and efficient completion of the movement
- applying the most appropriate NUSD techniques to counter the threat
- identifying current and potential risk factors and their impact on the incident/situation
- providing warnings and clear instructions/directions to a person/s posing a threat
- selecting response options within specified legal and statutory limits that most effectively meet the objective in accordance with the tactical options model
- recognising and managing stress

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate force according to threat
- defensive strike techniques that target or avoid vital areas of the body
- response options
- the tactical options model
- body dynamics and the affect of force on the body
- composition of teams and roles and responsibilities of team members
- current and potential risk factors and their impact on the incident/situation
- defence policies and procedures relating to the use of NUSD techniques
- legislative and/or legal provisions including provisions governing the use of force, reactive force, misuse of force, proactive force, the duty of care under criminal, civil and international law.
- powers of arrest and procedures for handling and handing over PWs and detainees
- response options within specified legal and strategic limits
- stress management techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL138 Supervise a section during defensive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM133 Supervise a section during defensive operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and manage groups of up to twelve personnel during defensive operations. Defensive operations are characterised by extreme environmental conditions with high levels of risk of serious injury or death from hostile action. Supervision during defensive operations requires supervisors to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit applies to combat arms personnel involved in the conduct of defensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for defensive operations	1.1 Confirm ability of subordinates to complete the task. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the higher commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct defensive operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority. 2.7 Lead subordinates by example. 2.8 Carry out mission and tasks in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise defensive operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCEM133 Supervise a section during defensive operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL138 Supervise a section during defensive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- conducting defensive operations
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating
- preparing reports
- performing missions, including at least two of:
 - allocating arcs of fire
 - coordination and siting of defensive measures
 - coordination of direct and indirect fire
 - cordons and search
 - counter ambushes
 - deployment of security and defensive devices
 - fighting from a defended location
 - key point security
 - occupation of defensive positions
 - patrols
 - siting weapons

- vehicle check points
- withdrawals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- defensive tactics, techniques and procedures
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- liaison requirements
- laws of Armed Conflict
- navigation techniques
- WHS requirements
- resource management
- Rules of Engagement
- risk control processes
- security tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL139 Supervise a section during offensive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM134 Supervise a section during offensive operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and manage groups of up to twelve personnel during offensive operations. Offensive operations are characterised by extreme environmental conditions with high levels of risk of serious injury or death from hostile action. Supervision during offensive operations requires supervisors to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit was developed for combat arms personnel involved in the conduct of offensive operations in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for offensive operations	1.1 Confirm ability of subordinates to complete the task. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the higher commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task, and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct offensive operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority. 2.7 Lead subordinates by example. 2.8 Carry out mission and tasks in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise offensive operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCEM134 Supervise a section during offensive operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL139 Supervise a section during offensive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating in urban and rural environments
- preparing reports
- performing missions, including at least two of:
 - ambushes
 - attacks
 - battlefield clearances
 - clearance of routes and areas
 - collecting information
 - coordinating direct and indirect fire
 - detainee handling and evacuation
 - identifying and indicating section targets
 - individual camouflage
 - issuing section fire control orders
 - patrols
 - protection at the halt

- reconnaissance of areas of interest
- searches

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- liaison requirements
- offensive tactics, techniques and procedures
- WHS requirements
- navigation techniques
- resource management
- risk control processes
- Rules of Engagement
- security tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL140 Supervise platoon level defensive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM109B Supervise platoon level defensive operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and administer groups of between 15 and 35 personnel during the conduct of defensive operations. Defensive operations are characterised by own forces delaying, accepting decisive engagement or withdrawing from action against hostile forces. It is primarily focused on the duties of a platoon second in command who, while mainly employed to administer the group, may be required to supervise group members in a dynamic environment, often acting independently and leading by example.

This unit applies to combat arms personnel involved in the conduct of defensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for operations	1.1 Confirm ability of subordinates to complete the tasks. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the commander's intent. 1.4 Determine and manage constraints and risks relevant to the mission or task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies as required. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority as appropriate. 2.7 Lead subordinates by example. 2.8 Carry out tasks and administration in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate

	action.
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCEM109B Supervise platoon level defensive operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL140 Supervise platoon level defensive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- controlling risk
- employing equipment tactically
- employing weapons tactically
- managing resources
- preparing reports
- resupplying and redistributing supplies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- tactics, techniques and procedures
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- navigation techniques

- orders for Opening Fire
- orders for the Use of Force
- principles of defensive operations
- recognised safety precautions
- resource management
- risk control processes
- Rules of Engagement

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFMIL141 Supervise platoon level offensive operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCM110B Supervise platoon level offensive operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to administer, lead and command groups of between 15 and 35 personnel under extreme conditions in high risk environments. Offensive operations are characterised by rapid shifts of the main effort to take advantage of opportunities and momentum to defeat hostile forces through the capture or destruction of critical objectives. It is primarily focused on the duties of a platoon second in command who, while mainly employed to administer the platoon, may be required to supervise the group in a dynamic environment, often acting independently, and leading by example.

This unit applies to combat arms personnel involved in the conduct of offensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for operations	1.1 Confirm ability of subordinates to complete the relevant tasks. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison is conducted in accordance with operational requirements. 2.3 Coordinate support from outside agencies where required. 2.4 Provide technical advice to the chain of command or supported agencies as required. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Carry out tasks and administration in accordance with orders. 2.7 Maintain communication with the chain of command as required.
3. Finalise operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition.

	3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM110B Supervise platoon level offensive operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFMIL141 Supervise platoon level offensive operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- controlling risk
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating
- preparing reports
- resupplying and redistributing supplies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- navigation techniques

- offensive tactics, techniques and procedures
- orders for Opening Fire
- orders for the Use of Force
- principles of offensive operations
- recognised safety precautions
- risk control processes
- Rules of Engagement
- tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG001 Provide technical advice on ranges and training areas

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM101B Provide technical advice on ranges and training areas.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 reworded • All PC in elements 2 and 3 revised

Application

This unit describes the skills required to provide technical advice related to ranges and training areas.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse the issue(s)	1.1 Observe, receive and clarify the circumstances that require the provision of advice. 1.2 Identify and confirm issues via consultation with relevant personnel. 1.3 Analyse the circumstances and interpret the issues. 1.4 Conduct research related to the issues and clarify unclear findings with relevant personnel.
2. Formulate options	2.1 Identify and evaluate options related to the provision of advice. 2.2 Prioritise options and select the preferred option.
3. Provide advice	3.1 Formulate advice and discuss with stakeholders. 3.2 Negotiate, incorporate and document stakeholder requirements within the proposed advice. 3.3 Provide concluding advice within the specified time and budget.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM101B Provide technical advice on ranges and training areas.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG001 Provide technical advice on ranges and training areas

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- liaising with stakeholders
- preparing and presenting reports
- providing and receiving feedback in a constructive manner
- reviewing literature
- identifying the issues surrounding the provision of advice
- conducting research

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis process
- code of behaviour
- relevant policies and procedures in relation to duty of care, ethical standards, range standing orders and all other organisational requirements.
- information sources
- research techniques
- verbal communication techniques
- written communication to a level required in the preparation of letters and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG002 Develop and maintain range standing orders

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM201B Develop and maintain range standing orders.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged • PC 1.4 removed • PC 2.3 and 2.4 merged

Application

This unit describes the skills required to develop and maintain Range Standing Orders. It includes the requirement to identify information sources, apply technical knowledge, draft the standing orders, incorporate comments and finalise the development by distributing the final draft.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify range systems and procedures	1.1 Identify and obtain sources of information relevant to the range. 1.2 Review and document currency of information. 1.3 Assess range systems and procedures against reviewed information.
2. Prepare Range Standing Orders	2.1 Identify and apply relevant legislation, regulation and Defence policies, safety traces and training objectives to the Range Standing Orders. 2.2 Draft Range Standing Orders using in the prescribed format. 2.3 Distribute draft for comment to relevant personnel. 2.4 Receive, analyse, review and incorporate comments into the draft. 2.5 Prepare final draft and distribute to relevant personnel.
3. Review Range Standing Orders	3.1 Review Range Standing Orders and identify and prepare changes. 3.2 Incorporate amendments to Range Standing Orders and distribute to relevant personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM201B Develop and maintain range standing orders.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG002 Develop and maintain range standing orders

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and interpreting relevant legislation, regulations and policies
- applying environmental constraints
- applying safety traces relevant to a range
- applying service writing conventions
- interpreting and applying technical information
- reading and writing to a level required to interpret relevant legislation, regulations and Defence policy
- identifying policies, legislation and regulations that are relevant to ranges

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition danger area templates
- relevant policies and procedures in relation to duty of care, ethical standards, range standing orders and all other organisational requirements.
- composition of teams and roles and responsibility of team members
- conventions of service writing
- environmental aspects of range management
- range danger area traces

- range practices
- safety traces
- techniques for giving and receiving feedback in a constructive manner
- training objectives and activities
- weapons/systems characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG003 Approve training area and range activities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM202B Approve training area and range activities.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse proposed range and training area activities, including the management of a booking system, reading and interpreting traces and templates and promulgating activities.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, under indirect supervision, while performing routine tasks, in a variety of different contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct booking/ confirmation of conferences	1.1 Promulgate and organise booking the conferences in accordance with Range Standing Orders. 1.2 Identify and resolve booking conflicts. 1.3 Process supplementary bids in accordance with Range Standing Orders.
2. Confirm range instructions conform to Range Standing Orders	2.1 Confirm the authority for weapons and ammunition to be fired on the requested range. 2.2 Conduct gross error checks on traces and templates. 2.3 Confirm contingency plans and safety requirements.
3. Ensure activities are safe and deconflicted	3.1 Identify and resolve conflict between separate activities on the range. 3.2 Coordinate activity phases to ensure there is no conflict between phases. 3.3 Appoint a Director of Practice where more than one activity is being conducted concurrently on the range.
4. Brief stakeholders	4.1 Brief stakeholders on training area and range activities in accordance with Range Standing Orders. 4.2 Raise and forward notifications in accordance with Range Standing Orders as required.
5. Approve and record use of training area and/or activity	5.1 Sign authorised traces and templates in accordance with Range Standing Orders. 5.2 Notify applicant units and authorities in accordance with Range Standing Orders. 5.3 Record activities in accordance with Range Standing Orders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM202B Approve training area and range activities.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG003 Approve training area and range activities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting briefings
- liaising and negotiating
- exercising tact and judgement in a command and control environment
- interpreting and applying technical information
- checking safety traces and danger area templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition danger area templates
- composition of teams and roles and responsibility of team members
- negotiation techniques
- range danger area traces
- range practices
- relevant policies, publications, legislation and regulation
- teamwork principles and strategies
- training objectives and activities
- weapons/systems characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG004 Monitor and control training area and range activities

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM204B Monitor and control training area and range activities.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2, 3.4 and 4.2 revised • PC 3.1 and 3.2 removed

Application

This unit describes the skills required to monitor activities on the range and training area and to control access and activities where coordination and compliance are required.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar and unfamiliar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for monitoring training area/range activities	<p>1.1 Plan visits to range and training area activities in accordance with Range Standing Orders and activity schedules.</p> <p>1.2 Identify and obtain relevant instructions in accordance with Range Standing Orders.</p> <p>1.3 Clarify and agree purpose and outcomes of visit and in accordance with Range Standing Orders.</p> <p>1.4 Establish clearances and access to activities in accordance with Range Standing Orders.</p>
2. Evaluate compliance of training area/range activities	<p>2.1 Monitor training area in accordance with Range Standing Orders and relevant instructions.</p> <p>2.2 Monitor and comply with relevant policies and instructions for training activity.</p> <p>2.3 Monitor contractor activities in accordance with Range Standing Orders and relevant controls.</p>
3. Control training area/range activities	<p>3.3 Resolve coordination issues through direct contact and discussions.</p> <p>3.4 Control access and exit to training area.</p> <p>3.5 Establish coordination and compliance between users and landholders on non-Defence property.</p>
4. Report on training area/range activities	<p>4.1 Raise post-exercise reports in accordance with Range Standing Orders and relevant instructions.</p> <p>4.2 Disseminate non-compliance reports to relevant authorities in accordance with Range Standing Orders and relevant contracts.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM204B Monitor and control training area and range activities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG004 Monitor and control training area and range activities

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying range and other instructions and policy
- accessing, interpreting and applying Range Standing Orders
- following instructions/directives and reporting information
- reading technical specifications, maps and diagrams
- retaining and applying information from briefings
- evaluating compliance of training area and range activities
- controlling training area and range activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- environmental instructions and policy
- exercise instructions
- post-activity reports
- range clearance certificates
- range instructions
- range practice manuals
- Range Standing Orders

- standing operating instructions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG005 Manage emergency operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM205B Manage emergency operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 1 • PC 3.1 revised • PC 3.2 and 3.3 merged • PC 5.1 and 5.2 merged and revised

Application

This unit describes the skills required to plan, prepare and manage emergency operations in a training area or a range.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing specific tasks, in mostly unpredictable contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for operations	1.1 Obtain operational information to conduct an accurate assessment of the problem. 1.2 Identify hazards. 1.3 Activate operational plans.
2. Manage an operations centre	2.1 Allocate operations centre tasks and conduct briefings. 2.2 Activate and maintain internal and external liaison networks. 2.3 Supervise operations centre staff. 2.4 Manage physical and financial resources.
3. Manage operational information	3.1 Organise operation centre staff to collect and collate information. 3.2 Manage information flow, analyse information and update plans. 3.3 Raise and distribute regular situation reports. 3.4 Establish radio and allied communication nets. 3.5 Implement and maintain message and information management systems to provide accurate operational records.
4. Make operational decisions	4.1 Identify the extent of the operational area. 4.2 Identify, assess and implement operational strategies in accordance with local emergency management arrangements and standard operating procedures. 4.3 Identify and prioritise hazards to ensure that the response is appropriate to the type and scale of the event. 4.4 Terminate the operation.
5. Manage post operation activities	5.1 Conduct post-operation debriefing and prepare operation reports. 5.2 Review training and operational planning to enhance future operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM205B Manage emergency operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG005 Manage emergency operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting regular briefings and debriefings
- establishing an improvised operations centre
- establishing an operational plan and adapting the plan as circumstances change
- identifying operational areas of concern
- managing communications within and between teams and organisations
- planning for emergency response, including the setting up of appropriate control and coordination structures
- raising regular situation reports
- reading and understanding organisations policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communication equipment and systems
- composition of teams and roles and responsibilities of team members
- emergency plans
- local alert and warning systems
- local documentation requirements
- local operating procedures

- local operational briefing and debriefing procedures
- locally available resources, their capabilities and access to them
- nature of local hazards and plans, including effects on the provision of communications
- principles of risk management
- relevant WHS and regulatory requirements
- team work principles and strategies
- written communication to a level required to complete workplace documentation and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG006 Conduct range inspections

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM206B Conduct range inspections.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 revised • PC 2.2 and 3.4 removed • PC 2.3 and 3.4 merged

Application

This unit describes the skills required to plan, prepare, conduct and follow up on a range inspection. It includes the requirement to ensure the safety of the range and to identify those aspects that may inhibit or jeopardise the safety of the range including maintenance requirements.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct range inspection	1.1 Establish and confirm statutory requirements relevant to the range and purpose of the inspection with relevant personnel. 1.2 Obtain clearances for training area and range access. 1.3 Identify and acquire resources required for inspection. 1.4 Conduct inspection of research on the range. 1.5 Establish detailed plans for the inspection.
2. Conduct range inspection	2.1 Conduct range inspections. 2.2 Record observations and apply immediate action when appropriate. 2.3 Establish and maintain relationships with range staff.
3. Report on range inspection	3.1 Complete post inspection reports and briefs. 3.2 Report safety issues related to equipment and infrastructure maintenance and/or works requirements and follow-up. 3.3 Certify the safety of the range in accordance with statutory requirements. 3.4 Maintain inspection records and databases.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM206B Conduct range inspections.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG006 Conduct range inspections

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to the training area
- exercising judgement in relation to range safety
- interpreting and applying range safety requirements
- interpreting range specifications and construction requirements
- interpreting range user requirements
- interpreting weapon and ammunition specifications and effects
- operating digital cameras and process images
- operating geographical information systems
- operating range communication facilities
- operating specialist measuring instruments
- performing elementary surveying tasks
- planning and preparing the conduct of the range inspection
- researching the range
- inspecting the range
- preparing and presenting relevant inspection reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of ammunition danger area traces and templates
- communications
- composition of teams and roles and responsibility of team members
- elementary surveying
- environmental issues relevant to the range
- geographical information systems
- map reading
- navigation techniques
- photography
- planning processes
- principles of teamwork and team aims and objectives
- range safety requirements
- range specifications and construction
- range user requirements for all services
- reporting requirements
- trigonometry
- weapon and ammunition specifications and effects

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG007 Conduct training area inspections

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM207B Conduct training area inspections.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.5 removed

Application

This unit describes the skills required to conduct a formal inspection of a training area. It includes the planning, preparation, conduct and follow up action.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct training area/range inspection	1.1 Establish and confirm statutory requirements relevant to the range, training area and purpose of the inspection with relevant personnel. 1.2 Conduct briefings for users, staff and contractors. 1.3 Obtain clearances for training area access. 1.4 Identify and acquire resources required for inspection.
2. Conduct training area/range inspection	2.1 Undertake inspections in accordance with Range Standing Orders and instructions. 2.2 Apply safety precautions in accordance with Range Standing Orders, instructions and legislation/regulation. 2.3 Apply immediate appropriate action where conditions warranting such action are observed or encountered. 2.4 Check, record and report equipment and infrastructure serviceability according to Range Standing Orders, instructions, manuals and standards.
3. Report on training area/range inspection	3.1 Complete post inspection reports and briefs according to relevant standing orders, instructions and regulation. 3.2 Complete training area contamination records, reports and briefs. 3.3 Initiate equipment and infrastructure maintenance and/or refurbishment. 3.4 Provide briefs to users and other agencies and contractors on serviceability of equipment and infrastructure.
4. Maintain training records	4.1 Complete inspection records. 4.2 Complete contamination plots, charts and records according to relevant standing orders, instructions, policy and procedures.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM207B Conduct training area inspections.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG007 Conduct training area inspections

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to the training area
- conducting briefings
- liaising and negotiating
- exercising tact and judgement in a command and control environment
- identifying contaminants
- interpreting and applying training area safety requirements
- interpreting training area activities
- navigating by vehicle and on foot
- operating training area communication facilities
- reading and interpreting job instructions, workplace documentation and reports
- planning and preparing for the training area inspection
- identifying the purpose of the inspection
- initiating immediate action when required
- preparing and presenting relevant inspection reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental issues relevant to the training area

- map reading
- navigation techniques
- planning processes
- reporting requirements
- training area activities
- training area safety requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG008 Manage training area and range contamination

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM208B Manage training area and range contamination.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to locate, identify, isolate and establish safety parameters for contaminants and contamination on training areas and ranges.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently or as part of a team, under indirect supervision, while performing complex tasks, in a moderate range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the location and identification of contaminants	1.1 Analyse post activity reports and other incident or activity reports for probable contamination and its location. 1.2 Identify on maps probable location(s) of contaminant(s). 1.3 Identify and acquire resources for location/marketing of the contaminant. 1.4 Establish plans for searches, confirmation and marking of contaminant.
2. Confirm locality and identity of contaminants	2.1 Conduct searches for contaminant. 2.2 Identify and mark contaminant on maps, charts and documentation.
3. Isolate and determine safety parameters and/or disposal or clearance action	3.1 Evaluate options and decisions on safety measures, exclusion zones and/or disposal or clearance and action. 3.2 Identify and establish contaminant exclusion zones. 3.3 Record contaminant(s) in relevant logs. 3.4 Prioritise action. 3.5 Arrange destruction/clearances.
4. Notify users and/or authorities of contaminants	4.1 Amend briefs for training area/range to reflect status of contaminant. 4.2 Prepare and issue warnings.
5. Monitor and review training area status	5.1 Negotiate revised activity plans and bookings. 5.2 Lift, remove or provide waiver restrictions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM208B Manage training area and range contamination.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG008 Manage training area and range contamination

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying the principles of duty of care
- conducting briefs
- locating and identifying contaminants
- interpreting and applying training area safety requirements
- interpreting training area activities
- operating training area communication facilities
- participating as a team member
- reading and interpreting job instructions, workplace documentation and reports
- researching and analysing
- monitoring and reviewing training area status

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- duty of care
- type, size and characteristics of explosive ordnance
- map reading
- navigation techniques

- risk assessment processes
- risk management procedures
- search techniques
- techniques for supporting others /team members
- training area/range environment and terrain
- training area/range user practices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG009 Supervise contractors

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM209B Supervise contractors.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise contractors working on a training area or a range. The focus of the monitoring role of range managers and range control officers, with contractors and contractor staff, is the continued safety and security of training area and range activities, infrastructure and facilities. They do not provide technical supervision or advice, but act as a local point of contact for works contracts and other professional/para-professional activities that may be carried out from time to time.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the monitoring and supervision of contractors	1.1 Obtain, interpret and clarify monitoring requirements in the form of management information system reports, work orders and contracts before commencing. 1.2 Identify, access, interpret and apply policies and procedures for all relevant WHS standards, statutory requirements, Range Standing Orders and other instructions. 1.3 Identify and obtain the details of the contractual requirements. 1.4 Identify and confirm training area and range access requirements.
2. Monitor and supervise contractor activities	2.1 Assess current user activities and contractor requirements. 2.2 Prepare and deliver briefings. 2.3 Determine the activity priorities. 2.4 Monitor and/or conduct supervision of contractors. 2.5 Conduct corrective action in accordance with contractual requirements. 2.6 Conduct ongoing checks on the service/activity in accordance with directions from contract manager.
3. Complete monitoring and supervision records	3.1 Complete and maintain monitoring/supervision records. 3.2 Identify and report key information relevant to the contractor activity in accordance with the relevant contract requirements and Range Standing Orders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM209B Supervise contractors.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG009 Supervise contractors

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining documentation
- reading, interpreting and applying contractual requirements, legislation, policies and procedures
- writing reports
- planning and preparing for supervision
- identifying and rectifying contractual non-compliance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- details of the relevant Defence contract
- documentation requirements
- relevant legislation, policies and procedures
- supervisory processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG010 Monitor and implement environmental plans and procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM210B Monitor and implement environmental plans and procedures.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop, monitor and implement environmental plans and procedures.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Relate environmental plans and procedures to specific areas	1.1 Identify and agree on environmental risks with relevant personnel. 1.2 Examine environmental plans and procedures for compliance. 1.3 Select appropriate environmental plans and procedures that related to the specific areas.
2. Implement environmental plans and procedures	2.1 Identify environmental risks and impacts. 2.2 Apply emergency procedures. 2.3 Conduct activities. 2.4 Establish and maintain participation and contribution.
3. Develop project/site environmental procedures	3.1 Establish and assess the need for specific area environmental procedures in consultation with stakeholders. 3.2 Develop specific area environmental procedures. 3.3 Review and amend specific area environmental procedures.
4. Manage environmental incidents	4.1 Identify and control environmental incidents. 4.2 Apply emergency procedures. 4.3 Record and report environmental incidents.
5. Monitor and report on the applications of environmental plans and procedures	5.1 Evaluate and report the results of applied environmental plans and procedures to relevant personnel. 5.2 Report environmental risks. 5.3 Maintain and adjust environmental management documentation and inform all stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM210B Monitor and implement environmental plans and procedures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG010 Monitor and implement environmental plans and procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying relevant legislation and standard operating procedures
- applying control procedures to environmental risks and incidents
- applying environmental plans and procedures
- developing local area environmental procedures
- identifying environmental risk and impacts
- monitoring specific activities
- reporting and recording environmental procedures
- maintaining environmental management documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- consultation procedures
- control procedures for environmental risks and incidents
- electronic or manual recording procedures
- endangered species and habitat protection
- environmental impact assessment
- environmental plans and procedures

- identification of risks and impacts
- incident management procedures
- monitoring procedures
- potential environmental auditing
- principles of environmental protection
- rare and endangered plants
- relevant legislative requirements
- reporting procedures
- risk assessment procedures
- sedimentation and erosion control

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG011 Site range complexes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM211B Site range complexes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to site range complexes as a member of a Range Siting Board. It includes the processes of siting individual ranges or a group of ranges as part of a range complex ensuring the efficient utilisation of land and the safety requirements related to the use of weapons and ammunition.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to site range complexes	1.1 Confirm appointment to the Range Siting Board. 1.2 Identify and research range user requirement. 1.3 Identify and acquire resources required for the Range Siting Board. 1.4 Establish and maintain contact with other board members.
2. Site range complexes	2.1 Develop options to meet the user requirement in accordance with Range Siting Board requirements. 2.2 Undertake reconnaissance of proposed and alternate range site in accordance with Range Siting Board requirements. 2.3 Assess proposed and alternate sites. 2.4 Provide technical advice to guide Range Siting Board members in their considerations. 2.5 Select the best option in consultation with Range Siting Board members.
3. Finalise Range Siting Board reports	3.1 Produce range development and works proposals in accordance with the Range Siting Board terms of reference. 3.2 Adjust and finalise proposed range templates and traces. 3.3 Contribute to final report in accordance with Range Siting Board requirements. 3.4 Finalise range inspector's report and submit to Range Siting Board.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM211B Site range complexes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG011 Site range complexes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to ranges
- using liaison techniques
- exercising judgement in relation to range safety
- interpreting and applying range safety requirements
- interpreting range specifications and construction requirements
- interpreting range user requirements
- interpreting weapon and ammunition specifications and effects

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of ammunition danger area traces and templates
- composition of teams and roles and responsibilities of team members
- environmental issues relevant to ranges
- geographical information systems
- map reading and navigation techniques
- planning processes
- range safety requirements
- range specifications and construction
- reporting requirements

- team work and collaboration processes
- techniques for supporting others/team members
- weapon and ammunition specifications and effects
- works proposal processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFRNG012 Manage training areas and ranges

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFRM212A Manage training areas and ranges.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage Defence training areas and ranges. Defence training areas and ranges are areas prescribed for the conduct of Defence activities and exercises. Their management is a process requiring a range of functions including the management of the activities being conducted on these training areas and ranges, the security of facilities and personnel, the investigation of incidents and accidents, and the maintenance and upgrading of the facilities.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks in a moderate range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage training area and range activities	1.1 Identify the responsibilities associated with the management of training area and range activities. 1.2 Identify and implement plans and instructions for the efficient operation of the training area/range. 1.3 Identify resources and report shortfalls. 1.4 Identify stakeholders and forward relevant information to them. 1.5 Control and coordinate training area and range activities to ensure safe and sustainable operations.
2. Manage training area and range security	2.1 Identify security processes, procedures and plans. 2.2 Promulgate, monitor and adjust access, egress and circulate changes. 2.3 Identify and report unauthorised access and security breaches.
3. Facilitate investigations	3.1 Identify and report incidents and accidents. 3.2 Conduct investigations. 3.3 Implement recommendations for changes to policy and procedures resulting from investigations.
4. Monitor and maintain training area and range facilities	4.1 Monitor training area and range facilities. 4.2 Identify and report maintenance requirements. 4.3 Identify and report facility improvements and upgrades.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				
Performance variables																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity									

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM212A Manage training areas and ranges.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFRNG012 Manage training areas and ranges

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing interpreting and applying Range Standing Orders and other instructions and policy
- liaising and negotiating
- developing, implementing and modifying plans
- directing and controlling all aspects of range management
- exercising Defence regulations relevant to Defence practice areas
- exercising tact and judgement in a command and control environment
- interpreting and applying technical information
- reading and understanding technical specifications, maps, diagrams, traces
- representing mathematical ideas in appropriate format
- solving problems and making decisions
- managing training area and range security
- monitoring and maintaining training areas and ranges

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communications equipment and systems
- composition of teams and roles and responsibilities of team members

- Defence practice areas (DPA) – areas of land, sea or air declared for the purpose of conducting Defence operations or practices under Defence Force Regulations (DFR) Part XI, by the Minister for Defence and notified in the Commonwealth of Australia Gazette
- local alert and warning systems
- locally available resources, their capabilities and access to them
- nature of local hazards and plans, including effects on the provision of communications
- principles of risk assessment and risk management
- range danger area traces
- Range Standing Orders, instructions, clearance certificates and standard operating procedures (SOP) relevant policies, publications, legislation and regulations
- team work principles and strategies
- weapons/systems characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA001 Assist in seamanship operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM001C Assist in seamanship operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 3 reworded • PC 2.2 removed

Application

This unit describes the skills required to assist in a range of seamanship operations. It covers specific skills and knowledge such as general rigging and load shifting, towing, buoy attachment, berthing and slipping, equipment recovery, sea boat operations, man overboard recovery, replenishment at sea and ladder and brow deployment.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to assist in seamanship operation	1.1 Record and receive operation briefing. 1.2 Identify and select equipment for the operation based on information as directed by the supervisor. 1.3 Identify and note hazards and risks associated with the specific operation. 1.4 Select and wear personal protective equipment based on the nature of the operation.
2. Assist in seamanship operations	2.1 Identify and confirm position within the team and location for the operation. 2.2 Tie and apply knots, bends, splices, whippings and hitches. 2.3 Prepare and handle lines and hardware. 2.4 Communicate during operations using the correct communications equipment. 2.5 Identify and act upon operational hazards. 2.6 Follow shipboard emergency and contingency plans in the event of a failure or emergency associated with the operation and equipment.
3. Finalise seamanship operations	3.1 Recover, clean and maintain equipment. 3.2 Re-stow equipment to maintain operational readiness. 3.3 Attend operational debriefing and provide feedback. 3.4 Complete competency log and work history sheet.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM001C Assist in seamanship operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA001 Assist in seamanship operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions and responding to directions as a team member
- reporting information verbally and non-verbally using a variety of communication techniques
- working by day and night

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- definitions and terms associated with seamanship operations
- uses of knots, bends, splices, whippings and hitches
- use and operation of provided communication and seamanship equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA002 Assist in boarding operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM002C Assist in boarding operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 5 reworded • PC 1.1, 3.2, 3.3 and 3.5 revised • PC 2.1 and 2.2; PC 4.3 and 4.4 merged • PC 2.4 removed

Application

This unit describes the skills required to board and secure a vessel and search personnel and property.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act in a broad range of contexts that could be highly unpredictable, under indirect supervision, as part of a team, while performing routine tasks that can involve less-familiar steps.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to board vessel	1.1 Receive and acknowledge a pre-boarding briefing. 1.2 Identify and acknowledge vessel type and environmental factors to determine method of insertion. 1.3 Establish and acknowledge roles and responsibilities of team members. 1.4 Obtain and check dress and equipment for serviceability. 1.5 Acknowledge method of insertion. 1.6 Receive and acknowledge position of insertion point.
2. Board vessel	2.1 Conduct boarding operation using dress and equipment while taking appropriate action to protect personnel and equipment. 2.2 Maintain communication throughout the operation.
3. Secure vessel	3.1 Secure insertion point and access routes. 3.2 Clear vessel for personnel. 3.3 Gather and isolate crew. 3.4 Identify master, secure bridge and obtain applicable documents. 3.5 Assess situation and adjust or discontinue response with changing circumstances. 3.6 Identify situations requiring assistance and request support.
4. Search vessel and personnel	4.1 Establish need to undertake search of personnel and property. 4.2 Explain reason for search to vessel master and personnel involved. 4.3 Conduct search of both property and personnel. When searching personnel it must be conducted at appropriate locations and, where possible, by persons of the same gender, according to specific legislation. 4.4 Identify and record illegal cargo, personal items and activities. 4.5 Gather and record physical evidence.

5. Finalise boarding operations	<p>5.1 Disembark vessel.</p> <p>5.2 Maintain and stow dress and equipment.</p> <p>5.3 Attend and participate in boarding debrief.</p> <p>5.4 Complete post-boarding reports.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM002C Assist in boarding operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA002 Assist in boarding operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying observation and surveillance techniques
- communicating and negotiating under stressful situations
- minimising threat to self and others by use of appropriate force
- recording and reporting information accurately according to legal and international law
- using active listening skills in communication with colleagues and personnel
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- differing cultural and social practices
- legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- powers and procedures for effecting arrest
- search techniques for both persons and property
- teamwork principles and strategies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA003 Control persons using non-firearms options

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM003C Control persons using non firearms options.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • All PC in elements 2 & 3 revised • PC 4.1 and 4.2 merged

Application

This unit describes the skills required to select and deploy appropriate techniques and/or equipment to control persons in an operational situation.

This competency typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need to use empty hand techniques, hand restraints and/or baton	1.1 Evaluate situation and determine most appropriate equipment and control technique. 1.2 Evaluate risk factors and determine person's intentions. 1.3 Assess capacity to complete action prior to commencement and assess viability of alternative actions. 1.4 Identify situations requiring assistance and request support.
2. Contain incident	2.1 Carry baton and hand restraints in a secure, protected and accessible position for safe deployment. 2.2 Select appropriate techniques to ensure protection of self and efficient completion of movement. 2.3 Apply appropriate techniques (empty hand, hand restraints, baton). 2.4 Assess sufficiency of response and need for support. 2.5 Adjust or discontinue response with changing circumstances. 2.6 Detain persons.
3. Evaluate response	3.1 Review, debrief and evaluate effectiveness of response by providing observations of the incident. 3.2 Maintain system, records and reporting procedures. 3.3 Recognise effects of stress on self and use stress management techniques to diffuse.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM003C Control persons using non firearms options.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA003 Control persons using non-firearms options

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying observation techniques
- recording and reporting information
- minimising threat to self and others by using appropriate force using force principles and defensive techniques
- managing and selecting response options within specified legal and strategic requirements
- assessing situations and readjusting or discontinuing the response as determined by unexpected changes in circumstances
- handling of batons and hand restraints to ensure retention and continued control

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative and/or legal provisions governing:
 - use of force (reactive, proactive)
 - misuse of force
 - duty of care under criminal, civil and international law
- response options that are most effective for the objective, within specified legal and strategic limits

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA004 Defend persons using firearms

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM004C Defend persons using firearms.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged and PC 5.1 and 5.2 merged • All PC in element 2 revised • PC added to element 3 • PC 4.4 removed • PC 4.3 revised

Application

This unit describes the skills and evaluates the requirements to deploy firearms effectively to protect persons in an operational situation, minimising risk to self and others. This includes justifying judgements about use of firearms.

This unit was written for a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Perform pre-operational checks	1.1 Perform firearm checks by drawing, inspecting and proofing weapon. 1.2 Issue ammunition. 1.3 Receive and acknowledge an operational brief.
2. Assess the need to use firearms	2.1 Evaluate use of firearm against Use of force guidelines, legal requirements and organisational policy and procedures. 2.2 Determine person's intentions by assessing risk factors and opportunities. 2.3 Consider capacity to complete action prior to commencement and assess viability of alternative actions.
3. Use firearms	3.1 Identify situations requiring assistance and request support. 3.2 Secure, protect and provide access to firearm carriage. 3.3 Maintain tactical positioning consistent with the assessment of person's intentions and anticipated range of possible actions. 3.4 Maintain weapons. 3.5 Justify judgements on the use of firearms. 3.6 Select ammunition. 3.7 Select protective equipment. 3.8 Discharge firearm only to stop the progress of life-threatening situations.
4. Contain incident	4.1 Adjust or discontinue response with changing circumstances. 4.2 Confirm resolution and isolation of threat by constantly monitoring person's positions and behaviour. 4.3 Detain persons.

	4.4 Monitor and provide adequate aftercare to persons injured by firearms discharge.
5. Evaluate response	5.1 Review and evaluate effectiveness of response by providing observations of the incident. 5.2 Maintain system, records and reporting procedures. 5.3 Recognise effects of stress on self and use stress management techniques to diffuse.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM004C Defend persons using firearms.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA004 Defend persons using firearms

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- applying observation and surveillance techniques
- communicating and negotiating under stressful situations using a variety of verbal and non-verbal communication techniques
- following and interpreting instructions to facilitate solutions within operating parameters and handling and firing weapons accurately
- minimising threat to self and others by use of appropriate force applying use of force principles
- managing own stress and aggression under duress
- selecting response options within specified legal and strategic requirements
- assessing the situation and readjusting or discontinuing the response as determined by unexpected changes in circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- organisational policy and procedures relating to the use of firearms, incident management and effecting arrest

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA005 Maintain weapons and associated equipment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM005C Maintain weapons and associated equipment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC added in element 2

Application

This unit describes the skills required to plan and conduct operational maintenance and to store weapons and associated equipment.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under supervision in a routine context.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for weapons and associated equipment maintenance	1.1 Obtain and confirm maintenance task requirements with supervisor. 1.2 Select and wear appropriate personal protective equipment. 1.3 Identify and obtain maintenance manual, plan and schedule. 1.4 Interpret and follow maintenance procedures.
2. Assess weapons and associated equipment serviceability	2.1 Check safe weapons and associated equipment. 2.2 Disassemble weapons and associated equipment. 2.3 Clean weapon. 2.4 Assess serviceability of weapons and associated equipment. 2.5 Identify defects. 2.6 Prepare weapons and associated equipment assessed unserviceable beyond operational repair facilities for return. 2.7 Select and check applicable test equipment and tools for serviceability. 2.8 Secure weapons and associated equipment.
3. Record maintenance	3.1 Raise defect reports and forward them to the appropriate authority. 3.2 Record maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM005C Maintain weapons and associated equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA005 Maintain weapons and associated equipment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- reporting verbally and in writing
- interpreting maintenance system, publications and documentation
- using cleaning and preservation chemicals
- maximising individual and others' safety in a way that does not impair the operational effectiveness of the unit

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal and Defence weapon stowage requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA006 Track and engage targets

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM006C Track and engage targets.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 1 and 2 merged • PC 3.1 and 3.2 merged and PC 3.3 and 3.4 merged

Application

This unit covers the competency required to track and engage targets, and to maintain a tactical lookout during naval operations.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act in a broad range of contexts that could be highly unpredictable, under indirect supervision, as part of a team, while performing routine tasks that can involve less-familiar steps.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Search/track designated sector using tracking equipment	1.1 Test, clean and maintain lookout and tracking equipment. 1.2 Acknowledge orders from attended briefing. 1.3 Identify and record designated sector. 1.4 Select, use and operate tracking equipment. 1.5 Search designated sector. 1.6 Identify and confirm potential threats/targets. 1.7 Maintain target track. 1.8 Report target. 1.9 Update target information.
2. Engage target	2.1 Select required ammunition type and load weapon (close range or medium range). 2.2 Receive and acknowledge orders and engage target. 2.3 Report on target and weapon state to command.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM006C Track and engage targets.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA006 Track and engage targets

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- responding to orders and emergencies
- recognising potential threats
- using information technology
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- identification of potential threats
- interpretation of operational orders

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA007 Assist in ship navigation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM007A Assist in ship navigation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to assist in ship navigation, including storing and maintaining navigational documentation and operating navigational equipment to assist the ship navigator.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for navigational operations	1.1 Collect task requirements and confirm with supervisor. 1.2 Store, update and complete navigational documentation. 1.3 Store, select, inspect and test navigational equipment and report faults. 1.4 Prepare bridge and navigational spaces for navigational operations.
2. Assist in navigation of ship	2.1 Maintain communication with team members throughout navigational operations. 2.2 Obtain, interpret, clarify and complete instructions. 2.3 Obtain, record and interpret navigational information and use to inform navigational operations. 2.4 Operate navigational equipment. 2.5 Record and plot navigational manoeuvres. 2.6 Use navigational information to assist hydrographical operations. 2.7 Report issues beyond own level of authority or competence to rectify to supervisor and take action as directed.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM007A Assist in ship navigation.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA007 Assist in ship navigation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions and reporting information
- using verbal and non-verbal communication techniques
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- navigational principles
- relevant operational policies and procedures
- uses of provided equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA008 Operate a chaff firing system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM008A Operate a chaff firing system.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to operate a chaff firing system. It includes handling ammunition, and loading and unloading a chaff firing system. It also involves strict compliance with safety precautions and responding to commands from a supervisor.

This unit typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Load and unload chaff firing system	1.1 Collect task requirements and confirm with supervisor. 1.2 Select and wear appropriate personal protective equipment. 1.3 Maintain communication with team members throughout chaff firing operations. 1.4 Conduct pre-firing checks under supervisor directions. 1.5 Identify and select ammunition. 1.6 Load and unload chaff firing system under supervisor directions. 1.7 Recognise and act on pre-firing warnings. 1.8 Respond to emergencies/incidents.
2. Secure chaff firing system	2.1 Check chaff firing system for serviceability and safety under supervisor directions. 2.2 Report faults or damage. 2.3 Clean, inspect, carry and secure ammunition.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM008A Operate a chaff firing system.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA008 Operate a chaff firing system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- participating in a team
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational procedures
- impact of environmental conditions on operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEA009 Operate a visual target designation system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFBM009A Operate a visual target designator system.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to operate a visual target designation system. It includes preparing the equipment for operation, acquiring air and surface targets, interpreting position data and communicating information for use in targeting.

This unit typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare visual target designation system	1.1 Select and wear personal protective equipment. 1.2 Inspect and test target designation system components and report faults.
2. Operate visual target designation equipment	2.1 Collect task requirements and confirm with supervisor. 2.2 Maintain communication with operations room throughout operations. 2.3 Conduct area search. 2.4 Report collected target information. 2.5 Identify targets and confirm with supervisor. 2.6 Sight and track targets using the system as directed. 2.7 Fire remote weapon using the system as ordered by supervisor. 2.8 Respond to emergencies/incidents.
3. Finalise operations	3.1 Cease or transfer system operation to new operator as directed by supervisor. 3.2 Clean and secure system. 3.3 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM009A Operate a visual target designator system.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEA009 Operate a visual target designation system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using correct voice and reporting
- following instructions and responding to directions
- using cleaning equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- gunnery terminology

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN001 Operate a radar system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSO001C Operate a radar system.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.4 revised • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to operate a radar system. It includes the requirement to configure the system, build and maintain the collection, and collate and analyse information to track existing contacts or identify new contacts. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure radar system	1.1 Confirm serviceability of radar system, recognise and report any fault. 1.2 Optimise radar display for operator use. 1.3 Optimise system in line with the environmental conditions. 1.4 Establish internal and external communications.
2. Compile and maintain an electronic picture	2.1 Identify and discriminate radar contacts by collecting, collating and analysing information. 2.2 Use radar identification friend or foe (IFF) and other available sensors/sources to collect information. 2.3 Report, display and disseminate contact details to stakeholders. 2.4 Respond to threats. 2.5 Report problems or issues beyond own capability to supervisor.
3. Finalise operations	3.1 Cease radar system operation or transfer to new operator as directed by supervisor. 3.2 Secure and stow system. 3.3 Secure and stow documentation. 3.4 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO001C Operate a radar system.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN001 Operate a radar system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting daily system operability tests (DSOTs)
- detecting contacts via electronic means
- optimising operations room equipment
- using correct voice procedures
- using identification procedures
- identifying, tracking and reporting contacts over a minimum of one hour
- completing a minimum eight hours of radar systems operations using a manual or automated system
- working within one's delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of radar
- cryptographic materials
- environmental prediction system
- external/internal communication techniques and voice procedures
- tactical data systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN002 Operate a sonar system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSO002C Operate a sonar system.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.4, 1.5 revised • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to operate a sonar system. It includes the requirement to configure the system, build and maintain the continuous collection, and collate and analyse information to track existing contacts or identify new contacts. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure sonar system	1.1 Confirm sonar system serviceability (daily system operability tests [DSOTs]) and report any faults to supervisor. 1.2 Optimise sonar display for operator use. 1.3 Optimise system in line with the environmental conditions. 1.4 Use environmental tools such as expendable bathythermograph or tactical environment support system.
2. Compile and maintain a sonar picture	2.1 Identify, track and discriminate between sonar contacts by collecting, collating and analysing information. 2.2 Collect acoustic information from other sensors/sources. 2.3 Report, display and disseminate sonar contact details to stakeholders. 2.4 Respond to threats. 2.5 Report problems beyond own capability to supervisor.
3. Finalise operations	3.1 Cease or transfer sonar system operation to new operator as directed by supervisor. 3.2 Secure and stow system. 3.3 Secure and stow documentation. 3.4 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO002C Operate a sonar system.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN002 Operate a sonar system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating range predictions
- interpreting environmental data
- optimising sonar equipment
- completing a minimum of ten hours of sonar systems operations, of which a minimum of three hours is contact time on a submerged contact (live or simulated)
- working within one's delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic oceanography theory
- sonar organisation
- sonar records
- sonar systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN003 Operate a torpedo fire control system

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEF50003C Operate a torpedo fire control system.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to operate a torpedo fire control system. It includes the requirement to enable the torpedo fire control system, input pre-firing data and ensure accurate information is entered into the system. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Enable torpedo fire control system	1.1 Confirm serviceability of torpedo fire control system and recognise and report any faults to supervisor. 1.2 Insert weapon parameters into torpedo fire control system in accordance with current threat parameters and ship manoeuvring. 1.3 Establish external and internal communications.
2. Establish and update torpedo fire control system information	2.1 Collect information using sonar and other sensors. 2.2 Collect, collate and analyse information and input most up-to-date information into the torpedo fire control system. 2.3 Update parameters and report to command. 2.4 Report problems beyond own capability to supervisor. 2.5 Respond to threats.
3. Finalise operations	3.1 Transfer torpedo fire control system operation to new operator as required. 3.2 Cease operation of torpedo fire control system as directed by supervisor. 3.3 Clean and stow system components. 3.4 Complete and secure documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				
Performance variables																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Support					Context					Text complexity					Task complexity									

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO003C Operate a torpedo fire control system.

Links

- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>
- Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN003 Operate a torpedo fire control system

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing a minimum of eight torpedo firings in a real or simulated situation
- inputting pre-firing data into torpedo fire control system
- demonstrating correct voice procedure
- optimising sonar control room equipment
- using sonar/torpedo fire control system equipment
- working within one's delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of sonar theory
- daily system operability tests (DSOTs)
- threat identification
- torpedo search pattern characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN004 Operate an electronic support suite

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEF50004C Operate an electronic support suite.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 merged and PC 3.2 and 3.3 merged

Application

This unit describes the skills required to operate an electronic support suite. It includes the requirement to configure the suite, build and maintain the continuous collection, and collate, analyse and log information to track and identify new intercepts and to monitor own force emissions. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks, in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure electronic support suite	1.1 Confirm serviceability of electronic support suite and recognise and report any faults to supervisor. 1.2 Receive and confirm instructions from supervisor. 1.3 Optimise electronic support suite for operator use. 1.4 Optimise system according to an assessment of the outside environmental conditions. 1.5 Establish internal and external communications.
2. Compile and maintain an electronic picture	2.1 Collect electromagnetic information using passive electronic support and other sources. 2.2 Collate, analyse and log to track electromagnetic information to identify and classify electronic support suite intercepts and to monitor own force emissions. 2.3 Access database/library for analysis/identification. 2.4 Report, display and disseminate intercept details for stakeholders. 2.5 Report problems or issues beyond own capability to supervisor.
3. Finalise operations	3.1 Transfer electronic support suite operation to new operator as required or liaise with supervisor if operation needs to be ceased. 3.2 Secure and stow system and documentation. 3.3 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO004C Operate an electronic support suite.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN004 Operate an electronic support suite

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational doctrine and procedures
- optimising electronic support suite equipment
- using databases/libraries
- completing a minimum of twelve hours of accumulated electronic support suite operations
- classifying and logging intercepts as required and in accordance with electronic support tasking, using databases and libraries for analysis/identification

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cryptographic materials
- daily system operability tests (DSOTs)
- electronic logging requirements
- internal and external communications
- pulse analysis theory
- radar principles
- tactical data systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN005 Operate decoy systems

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEF50005C Operate decoy systems.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged and PC 3.2 and 3.3 merged

Application

This unit describes the skills required to operate decoy systems as part of a team and under supervision. It includes the requirement to prepare, optimise and deploy the decoy systems. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare decoy systems	1.1 Establish internal and external communications. 1.2 Confirm serviceability of decoy system and recognise and report any faults to supervisor. 1.3 Determine outside environmental conditions. 1.4 Optimise decoy system for appropriate threat.
2. Operate decoy systems	2.1 Receive instructions from supervisor or relevant authority and deploy decoy as directed. 2.2 Reload decoy system. 2.3 Report any problems or issues beyond own capability to rectify to supervisor.
3. Finalise operations	3.1 Transfer decoy system status to new operator as required or cease operation as directed by supervisor. 3.2 Secure system and secure and stow documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEF50005C Operate decoy systems.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN005 Operate decoy systems

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational doctrine
- detecting contacts via electronic or sonar means
- optimising electronic suite or sonar equipment
- confirming serviceability of decoy systems including all fitted anti-ship torpedo defence (ASTD) or anti-ship missile decoy (ASMD) systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of anti-ship torpedoes or basic principles and characteristics of missiles
- cryptographic materials
- daily system operability tests
- external and internal communications

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN006 Optimise and monitor sensor display

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSO006A Optimise and monitor sensor display.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to optimise and monitor sensor displays. This includes setting up and applying settings to sensor display. It also includes monitoring the sensor display for irregularities and taking steps to return the sensor display to optimal performance.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up sensor display	1.1 Set up tactical display in accordance with required function and shift supervisor tasking. 1.2 Access and display tactical information. 1.3 Set up sensor display and build tactical picture using operational data from other sources.
2. Apply settings to sensor display	2.1 Select and set appropriate range scale. 2.2 Select and display sensor video to support the compilation of the tactical picture. 2.3 Prepare IFF system equipment to support the compilation of the tactical picture. 2.4 Perform sensor index error checks.
3. Monitor sensor performance and respond to sensor degradation	3.1 Monitor sensors for degradation and recommend rectification action to shift supervisor. 3.2 Liaise with other sensor operators to achieve optimum sensor performance. 3.3 Recognise and respond to sensor alarms.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO006A Optimise and monitor sensor display.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN006 Optimise and monitor sensor display

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and responding to degradation in sensor display
- communicating with operations room personnel
- receiving and interpreting instructions
- operating sensor display settings based on tasking and required function
- applying settings to sensor display in accordance with the requirements of the intended function
- optimising and monitoring a sensor display

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- IFF system operation and settings
- operational data relevant to required function
- procedure for sensor index error checks
- requirements of a tactical display over the range of functions
- roles and responsibilities of other sensor operators
- selection criteria for sensor range scale
- sensor alarms and meaning
- tactical information relevant to required function

- theory of radar
- theory of sonar
- types of sensor degradation and effect on sensor

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN007 Provide general support to combat systems operations

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSO007A Provide general support to combat systems operations.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 5 removed • Elements 3 and 4 merged • PC 1.1 and 1.2 merged • PC 2.2 revised • PC 3.4 removed

Application

This unit describes the skills required to provide general support to combat systems operations. It includes administration support, preparing equipment for operations, processing and distributing information, and cleaning and securing operation room.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in workplace briefings	1.1 Record relevant information from the attended briefing and clarify as required. 1.2 Incorporate information or tasks into own duty performance.
2. Prepare and enable equipment for operation	2.1 Gather ancillary equipment and make it available. 2.2 Perform daily system operability tests. 2.3 Recognise and report equipment faults or defects. 2.4 Load operational data required to enable equipment function. 2.5 Confirm ability to communicate internally and externally with the operations room by checking communication links.
3. Process and distribute information to promote situational awareness	3.1 Receive and act upon tasks relating to the processing and distribution of information. 3.2 Gather and interpret relevant information. 3.3 Display and distribute relevant information. 3.4 Maintain currency of information in accordance with shift supervisor instructions. 3.5 Compile, maintain and distribute correspondence and official records.
4. Secure operations room in preparation for periods of inactivity	4.1 Close internal and external communications links. 4.2 Sanitise equipment to prevent loss of data or breach of security requirements. 4.3 Shut down and secure departmental equipment. 4.4 Recover, refurbish and store ancillary equipment ready for later use.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO007A Provide general support to combat systems operations.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN007 Provide general support to combat systems operations

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with security requirements
- communicating with operations room personnel
- receiving and interpreting instructions
- maintaining a small equipment inventory
- preparing operations room equipment for function
- contributing to information management that promotes operations room situational awareness

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operations room security and information support requirements within operations room
- scope and nature of general support tasks applicable to operations room environment
- use and application of operations room ancillary equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSEN008 Support the compilation of the tactical picture

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEF50008A Support the compilation of the tactical picture.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 reworded • PC 1.3 and 1.4 revised

Application

This unit covers the competency required to provide support to the compilation of a tactical picture. It includes operating a sensor display to display and allow interpretation of tactical information. It also includes monitoring the sensor display for irregularities and taking steps to return the sensor display to optimal performance.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and track contacts using sensors	1.1 Detect contacts by monitoring sensor display. 1.2 Analyse sensor returns to recognise valid contacts. 1.3 Track contacts. 1.4 Alert shift supervisor and other sensor operators of the contact by transmitting initial contact report. 1.5 Monitor tracking of contacts to ensure the validity of the track. 1.6 Perform manual tracking of contacts in the event of loss of automatic tracking of critical contacts.
2. Recognise contact	2.1 Classify contacts. 2.2 Assign identity of contacts to enable quick reference and identification by other sensor operators. 2.3 Transmit supplementary contact reports. 2.4 Recognise information from other sources and reclassify contact designated as ambiguous as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEF50008A Support the compilation of the tactical picture.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSEN008 Support the compilation of the tactical picture

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and validating tactical information
- receiving and interpreting instructions
- interpreting sensor returns
- operating sensor display settings
- performing manual tracking
- recognising contacts and applying tracking
- reporting accurate information based on recognised contacts and tracks

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- air, surface and sub-surface contacts
- criteria for classifying contacts
- IFF system operation settings
- requirements for a valid contact
- requirements of a tactical display
- theory of radar
- theory of sonar

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM001 Fault find and repair simulator power distribution and control systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct fault finding and repairs to the simulator power distribution and control systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Power distribution systems include power distribution software interfaces, programmable logic controllers, uninterruptible power supplies and control systems, power distribution cabinets/units, circuit breakers, emergency power/communication systems, emergency stop circuits and fire protection systems.

Simulator control systems include DC low voltage supplies, DC high voltage supplies, AC low voltage supplies (less than 600VAC), uninterrupted power supplies and control systems, power distribution cabinets/units, hydraulic systems and electric systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator power distribution and/or control system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of power distribution and control systems. 1.3 Prepare the simulator power distribution and/or control system for fault finding, including the isolation of all energy sources.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the power distribution and/or control system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete power distribution and/or control systems repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator power distribution and/or control system.
4. Conduct functional test	4.1 Test simulator power distribution and/or control systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator power distribution and/or control system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator power distribution and/or control system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM001 Fault find and repair simulator power distribution and control systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator power distribution and control systems
- following logical complex fault finding techniques
- using measuring instruments such as megaohmmeters, multimeters, cathode ray oscilloscopes (CRO), 240-415v portable appliance testers, 240-415v phase angle meters and 240-415v clamp meters
- applying simulator power distribution and control systems repair methodologies
- following configuration management processes
- using appropriate information technology and software including general online diagnostic tools and proprietary simulator management databases
- identifying, reviewing and analysing information that may impact on the simulator power distribution and control systems fault finding
- conducting simulator power distribution and control systems functional testing
- negotiating and communicating with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator power distribution and control systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator power distribution and control systems being worked on

- repair methodologies related to the simulator power distribution and control systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator power distribution and control systems
- configuration management related to the simulator power distribution and control systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM002 Fault find and repair simulator computer systems and peripheral hardware

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator computer systems and peripheral hardware. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Computer systems include Generic Simulator Computer Systems (x86 and x64), host computers, input/output systems, visual computers and instructor operating systems of simulators.

Peripheral hardware includes instruments, visual display unit equipment, printers, hard drives and data storage devices, switches and routers.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator computer systems and/or peripheral hardware fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator computer systems and/or peripheral hardware. 1.3 Prepare the simulator computer system and/or peripheral hardware for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator computer systems and/or peripheral hardware fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator computer systems and/or peripheral hardware repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator computer system and/or peripheral hardware.
4. Conduct functional test	4.1 Test simulator computer system and/or peripheral hardware to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator computer system and/or peripheral hardware repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator computer system and/or peripheral hardware.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM002 Fault find and repair simulator computer systems and peripheral hardware

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator computer systems and peripheral hardware
- following logical, complex fault finding techniques
- applying simulator computer systems and/or peripheral hardware repair methodologies
- following configuration management processes
- using appropriate information technology and software including at least one of:
 - general online diagnostic tools
 - proprietary simulator management databases
 - customer diagnostics software
 - burn in test software
 - image management software
 - file comparison software
- identifying, reviewing and analysing information that may impact on the simulator computer systems and peripheral hardware fault finding
- conducting simulator computer systems and peripheral hardware functional testing
- negotiating and communicating with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator computer systems and peripheral hardware

- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator computer systems and peripheral hardware being worked on
- repair methodologies related to the simulator computer systems and peripheral hardware being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator computer systems and peripheral hardware
- configuration management related to the simulator computer systems and peripheral hardware being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM003 Fault find and repair simulator image generator and visual display systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator image generator and visual display systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Both software and hardware components may be involved. Image generator hardware components include commercial off-the-shelf systems, proprietary designed systems and high-end rack mount personal computers with engineering graphic cards installed.

Image generator software components include proprietary software to process visual databases stored on the information gateway, under direction of simulators' host computing system, to produce drive signals for the visual display, and/or commercial software.

Maintenance tasks include fault finding hardware to line replacement at unit level, image and backup of software installation, configuration and updating.

Visual display systems include liquid crystal display, digital light processing, liquid crystal on silicon, light emitting diode, organic light emitting diode, cathode ray tube and/or laser.

Mechanisms include projection (direct and/or rear, including optics and display surfaces), and/or direct display (television, monitor).

Maintenance tasks may include setup, fault finding, alignment of projectors, optics alignment and colour matching and balance.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator image generator and/or visual display system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator image generator and/or visual display system. 1.3 Prepare the simulator image generator and/or visual display system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator image generator and/or visual display system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator image generator and/or visual display system

	repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator image generator and/or visual display system.
4. Conduct functional test	4.1 Test simulator image generator and/or visual display system to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator image generator and/or visual display system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator image generator and/or visual display system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM003 Fault find and repair simulator image generator and visual display systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator image generator and visual display systems
- following logical, complex fault finding techniques
- using measuring instruments including light meters, chroma meters and theodolites
- applying simulator image generator and visual display systems repair methodologies
- following configuration management processes using appropriate information technology and software including proprietary projector software and proprietary image generation software
- identifying, reviewing and analysing information that may impact on the simulator image generator and visual display systems fault finding
- conducting simulator image generator and visual display systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator image generator and visual display system
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator image generator and visual display systems being worked on
- repair methodologies related to the simulator image generator and visual display systems being worked on

- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator image generator and visual display systems
- configuration management related to the simulator image generator and visual display systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM004 Fault find and repair simulator motion and control loading systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator motion and control loading systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development. Simulator motion system are mechanical/electric and/or mechanical/hydraulic.

Simulator control loading systems include electric and hydraulic.

This unit was developed in a Defence environment but may be relevant to others who work in this field. This unit applies to those working in fault finding and repairing simulator motion and/or control loading systems and was developed for technicians who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS, fault finding and repairing the simulator motion and/or control loading systems.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator motion and/or control loading system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator motion and/or control loading systems. 1.3 Prepare the simulator motion and/or control loading system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator motion and/or control loading system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method. 3.3 Complete simulator motion and/or control loading system repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator motion and/or control loading system.
4. Conduct functional test	4.1 Test simulator motion and/or control loading systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator motion and/or control loading system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator motion and/or control loading system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM004 Fault find and repair simulator motion and control loading systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator motion and control loading systems
- following logical, complex fault finding techniques
- using measuring instruments including thermal array recorders and calibrated pressure gauges
- applying simulator motion and control loading systems repair methodologies
- using tools including hydraulic flushing faucets, motion specialist tool kits and inflation kits for hydraulic accumulators
- following configuration management processes
- using appropriate information technology and software including proprietary motion control loading system calibration software and general online diagnostic tool software
- identifying, reviewing and analysing information that may impact on the simulator motion and control loading systems fault finding
- conducting simulator motion and control loading systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator motion and/or control loading systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator motion and control loading systems being worked on

- repair methodologies related to the simulator motion and control loading systems being worked on
- legislative and regulatory requirements related to the simulator motion and control loading systems being worked on
- organisational policy and procedures related to the relevant simulator motion and/or control loading systems
- configuration management related to the simulator motion and control loading systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM005 Fault find and repair simulator sound systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator sound systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Simulator sound systems include communication systems, amplifiers, samplers, speakers, microphones and headsets, equalisers, mixers, tone generators, switching and control systems and audio computers.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator sound system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator sound system systems. 1.3 Prepare the simulator sound system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify simulator sound system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator sound system repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator sound system.
4. Conduct functional test	4.1 Test simulator sound systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator sound system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator sound system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM005 Fault find and repair simulator sound systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator sound systems
- following logical, complex fault finding techniques
- using measuring instruments including audio sound analysers and acoustic calibrators
- applying simulator sound systems repair methodologies
- following configuration management processes
- using tools including signal generators and sound generators
- using appropriate information technology and software including at least one of:
 - general online diagnostic tools
 - proprietary sound analysis software
 - proprietary simulator management databases
 - proprietary simulator performance test systems
- identifying, reviewing and analysing information that may impact on the simulator sound systems fault finding
- conducting simulator sound systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator sound systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator sound systems being worked on

- repair methodologies related to the simulator sound systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator sound systems
- configuration management related to the simulator sound systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM006 Fault find and repair simulator weapons systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator weapons systems including fire control, aiming and sighting systems. The unit includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Simulator weapons systems include simulated cannons/guns, non-guided weapons and guided weapons.

Simulator fire control systems include simulator fire control safety interlock systems, simulator armament control systems and simulator armament control buses.

Simulator aiming and sighting systems include simulator helmet mounted displays, simulator head-up displays, simulator head-in displays, simulator TV sighting systems, simulator on-screen displays and simulator infrared/thermal sighting systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator weapons systems, fire control, aiming and sighting systems fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator weapon systems. 1.3 Prepare the simulator weapons systems, fire control, aiming and sighting systems for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify simulator weapon systems fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator weapon systems repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator weapons systems, fire control, aiming and sighting systems.
4. Conduct functional test	4.1 Test simulator weapons systems, fire control, aiming and sighting systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator weapons systems, fire control, aiming and sighting systems repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator weapons systems, fire control, aiming and sighting systems.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM006 Fault find and repair simulator weapons systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator weapons systems
- following logical, complex fault finding techniques
- using measuring instruments including thermal array recorders
- applying simulator weapons systems, fire control, aiming and sighting systems repair methodologies
- following configuration management processes
- using appropriate information technology and software including at least one of:
 - customer diagnostics software
 - electronics configuration software
 - electronics instrument check diagnostics software
 - proprietary helmet mounted sight diagnostic software
 - Vector CANalyzer CAN bus diagnostic software
- identifying, reviewing and analysing information that may impact on the simulator weapons systems fault finding
- conducting simulator weapons systems functional testing
- negotiating and communicating effectively with key stakeholders
-

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator

- operational capabilities and limitations of the relevant simulator weapons systems, fire control, aiming and sighting systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator weapons systems being worked on
- repair methodologies related to the simulator weapons systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator weapons systems, fire control, aiming and sighting systems
- configuration management related to the simulator weapons systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM007 Conduct simulator performance evaluation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to evaluate the operational performance of components and/or elements of a simulator. This includes identifying the performance evaluation requirement, conducting the operational performance evaluation, analysing the results, and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

The simulator components include the complete simulator, power distribution and control systems, computers and peripheral hardware, image generator and visual display systems, motion and control loading systems, sound systems and weapons systems.

The simulator elements include subjective tests and credit sequences which affect the operational performance of the simulator.

The outcomes of the performance evaluation include immediate fault finding and repair, scheduling the simulator for routine maintenance or calibration of simulator systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify evaluation requirement	1.1 Identify the type of simulator evaluation to be undertaken. 1.2 Identify the components and/or elements to be evaluated. 1.3 Consult simulator documentation. 1.4 Identify evaluation parameters to be met. 1.5 Prepare simulator for performance evaluation.
2. Undertake performance evaluation	2.1 Conduct performance evaluation. 2.2 Collect and collate evaluation data.
3. Analyse performance results	3.1 Conduct analysis of performance data. 3.2 Identify performance abnormalities. 3.4 Identify cause of performance variations. 3.5 Determine remedial action if necessary.
4. Finalise performance evaluation process	4.1 Complete certification and other documentation for future application. 4.2 Report abnormalities as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM007 Conduct simulator performance evaluation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator operational performance
- following logical, complex analysis techniques
- using measuring instruments including thermal array recorders, sound analysers, light and chroma meters and acoustic calibrators
- following configuration management processes
- using tools including signal generators
- using appropriate information technology and software including at least one of proprietary simulator management databases, proprietary motion control loading system calibration software, proprietary sound analysis software and proprietary simulator performance test systems
- identifying, reviewing and analysing information that may impact on the simulator operational performance
- identifying simulator performance abnormalities
- determining simulator operational performance remedial action
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- simulator operating modules comprising the simulator system being worked on
- subjective tests and credit sequences which affect the operational performance of the simulator
- calibration methodologies related to the simulator being evaluated

- legislative and regulatory requirements related to the simulator being evaluated
- organisational policy and procedures related to the relevant simulator
- configuration management related to the simulator being evaluated
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM008 Work effectively with simulator systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to analyse and apply a knowledge of simulator systems that is required to support a variety of applications including maintenance, fault finding, repair, and testing of simulators. This includes accessing and analysing relevant simulator systems information and implementing recommendations specific to simulator systems. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

The application of simulator systems knowledge is specific to a variety of component processes in simulator operations, including simulator systems maintenance and support to simulator operations.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse simulator systems information	1.1 Identify and obtain relevant simulator systems requirements. 1.2 Analyse obtained information to determine the relevance and application to the organisation. 1.3 Document outcomes of the analysis and determine relevant recommendations.
2. Apply simulation information to work processes	2.1 Apply simulator systems requirements and recommendations relevant to work. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust and document recommendations for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM008 Work effectively with simulator systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying simulator systems knowledge relevant to work being performed
- following logical, complex analysis techniques
- using appropriate information technology and software
- identifying, reviewing and analysing information relevant to simulator systems
- interpreting organisation role relevant to simulator systems
- conducting research
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- capabilities and limitations of the relevant simulator
- simulator operating modules of simulator systems
- generic understanding of hosted software and hardware
- legislative and regulatory requirements related to simulator systems
- organisational policy and procedures related to the relevant simulator
- application of appropriate information technology and software
- logical complex analysis techniques
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSIM009 Operate the simulator for testing purposes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to operate the simulator for testing purposes following maintenance. The unit includes identifying the testing requirement, conducting the test and analysing the results, and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Testing includes particular component tests or complete simulator operational tests. The simulator components include the complete simulator or, power distribution and control systems, computers and peripheral hardware, image generator and visual display systems, motion and control loading systems, sound systems and weapons systems.

The outcomes of the test include immediate fault finding and repair or scheduling the simulator for routine maintenance.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify testing requirement	1.1 Identify and confirm the type of simulator testing to be undertaken. 1.2 Identify the components to be tested. 1.3 Consult simulator documentation. 1.4 Identify test parameters to be met. 1.5 Prepare simulator for testing.
2. Undertake simulator tests	2.1 Carry out pre-start, start-up and shut-down procedures. 2.2 Conduct specified tests. 2.3 Act on and report monitoring systems warnings and alarms. 2.4 Collect and analyse test data. 2.5 Identify performance abnormalities. 2.6 Determine remedial action if necessary.
3. Complete the test sequence	3.1 Complete certification and other documentation for future application. 3.2 Report abnormalities as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSIM009 Operate the simulator for testing purposes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator operating procedures
- following logical, complex analysis techniques
- using appropriate information technology and software
- identifying, reviewing and analysing information that may impact on the simulator operational testing including mathematical outcomes
- identifying simulator test abnormalities
- determining simulator testing remedial action
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- simulator operating modules comprising the simulator system being worked on
- simulator operating procedures
- specified simulator tests
- complex analysis techniques
- legislative and regulatory requirements related to the simulator being evaluated
- organisational policy and procedures related to the relevant simulator
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR001 Catch aquatic animals in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU001B Catch aquatic animals in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to catch aquatic animals in a survival situation. This includes preparing improvised fishing resources and conducting fishing operations. The individual is not expected to be an expert fisherperson but rather to have sufficient skills and knowledge to obtain, where possible, a measure of sustenance from waterways to increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare improvised fishing resources	1.1 Assemble improvised tackle from natural resources and basic survival resources (i.e. wire, fish hooks and fishing line). 1.2 Identify and prepare natural fish-stunning agents. 1.3 Bait tackle using locally acquired insects and animals appropriate to the type of aquatic animal being sought.
2. Conduct fishing operation	2.1 Choose location and timing of fishing operation to optimise the chances of success. 2.2 Apply basic fishing techniques to attract the desired aquatic animal to strike. 2.3 Land hooked aquatic animals. 2.4 Site and enhance tidal pools (includes making use of inlets, natural constrictions) to trap aquatic animals during tidal ranges. 2.5 Handle, dispatch, gut and fillet captured aquatic animals, and remove undesirable/poisonous animals from catch. 2.6 Examine guts to identify animals' preferred diet with the aim of targeting particular species and reinvesting offal and offcuts in ongoing fishing operations. 2.7 Implement techniques for maintaining aquatic animals in fresh condition until required for consumption.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU001B Catch aquatic animals in a survival situation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR001 Catch aquatic animals in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- siting an appropriate fishing location that optimises the chances of success
- siting and constructing a functional tidal pool of at least two square metres surface area
- maintaining a landed fish either by tethering or depositing in an enclosed pool
- recognising dangerous aquatic animals and predators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ciguatera poisoning signs and symptoms
- awareness of dangerous/poisonous aquatic animals and of predators

Assessment Conditions

Competency should be demonstrated over time in a range of fishing activities that could be expected in a survival situation. Competency must be assessed in a simulated workplace environment with access to a suitable assessment area, fish hooks (maximum of five) and fishing line (maximum of five metres).

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to catch aquatic animals, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR002 Construct improvised weapons and equipment in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU002B Construct improvised weapons and equipment in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use traditional techniques to construct and maintain improvised weapons and equipment in a survival situation. The individual is not expected to be an expert tool maker or craftsman, but rather to have sufficient skills and knowledge to produce functional items of equipment that will increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the construction of improvised weapons and equipment	<p>1.1 Determine required weapons (such as bolas, boomerang, spear) and equipment (such as bed, coolamon, digging stick, rock hammer, seat, table, traps and snares) to increase chances of survival and prioritise as appropriate to the situation.</p> <p>1.2 Develop a basic plan for construction, including general design, labour and resource requirements of desired items.</p> <p>1.3 Gather natural resources to meet the concept of design.</p> <p>1.4 Make two-ply string from fibrous material for use in binding and securing.</p>
2. Construct improvised weapons and equipment	<p>2.1 Use heat to shape timber (induce and/or remove bends).</p> <p>2.2 Cut notches, edges and settings into timber to fit and secure additional items.</p> <p>2.3 Use heat to harden timber to prevent wearing, blunting and splitting.</p> <p>2.4 Use knots and lashes to secure additional items.</p> <p>2.5 Add padding using grasses and barks to survival equipment.</p> <p>2.6 Weave or assemble baskets using natural resources to store survival items.</p> <p>2.7 Maintain and preserve weapons and equipment using improvised preservation techniques, including plant and animal oils, saps and smoking.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU002B Construct improvised weapons and equipment in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR002 Construct improvised weapons and equipment in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- sharpening and maintaining a knife
- tying knots and lashings/seizing/whipping
- maintaining a range of survival weapons and equipment
- producing a range of items according to the survival situation, but must include:
 - either digging stick:
 - length – minimum half user’s body length
 - shaft diameter – minimum 2.5 centimetres
 - plumb – not greater than seven degrees off ‘true’ from point to end
 - point – fire hardened sufficiently to deny fingernail from making any marking/indentation
 - or spear:
 - length – minimum three-quarters user’s body length
 - shaft diameter – maximum two centimetres
 - plumb – not greater than seven degrees off ‘true’ from point to end
 - point – fire hardened sufficiently to deny fingernail from making any marking/indentation
 - either bed:
 - length and width – must cover user’s body when flat with arms by sides
 - height – must elevate user at least ten centimetres off the ground
 - level – must be level

- strength – must withstand weight of user and frame must remain rigid under user’s movements
- comfort – must have sufficient padding to prevent framework from unduly discomforting user
- or seat:
 - dimensions – seat must cover user’s posterior
 - height – must elevate to user’s knee level off the ground
 - level – must be level
 - strength – must withstand weight of user and frame must remain rigid under user’s movements
 - comfort – must have sufficient padding (including bark, grass) to prevent discomfort through pressure of framework
 - improvised cordage:
 - six metres
 - minimum two-ply lay
 - capable of supporting twenty kilograms weight
 - maximum six millimetres diameter
- basket:
 - minimum side and bottom length twenty centimetres
 - carry handle attached
 - capable of securing survival items during travel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- knife and weapon safety
- fire safety

Assessment Conditions

Competency must be assessed in a simulated workplace environment with access to a suitable assessment area, with natural resources and a knife.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to construct improvised weapons and equipment, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions

- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR003 Employ visual emergency signalling techniques in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU003B Employ visual emergency signalling techniques in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.3 revised

Application

This unit describes the skills required to employ visual emergency signalling techniques in a survival situation. The individual is not meant to be an expert signaller, but must demonstrate sufficient skills and knowledge to construct, maintain and employ functional emergency signalling devices to enhance their survival through the attraction of, and basic communication with, search and rescue (SAR) agencies.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for construction of visual emergency signals	1.1 Assess available natural and artificial resources for their application in emergency signalling. 1.2 Examine local area and identify the ground that would afford optimum visibility to searchers but minimum physical effort to the survivor. 1.3 Observe and note sun's transit to determine the optimum placement of reflective signalling devices.
2. Prepare emergency signalling devices for use	2.1 Site and construct ground-to-air emergency signals using purpose signal marker panels and/or improvised markers to optimise visibility from the air. 2.2 Site and construct tinsel/Christmas tree devices using artificial resources to optimise visibility from the air. 2.3 Site and construct an emergency signal fire to optimise visibility from the air, considering the prevailing wind's effect (if any) on smoke trails. 2.4 Site and excavate shadow trenches, considering the sun's movement. 2.5 Prepare purpose-built signalling devices.
3. Employ visual emergency signals	3.1 Initiate an emergency signal fire and utilise fuel to maximise the visual signature. 3.2 Attract search aircraft attention by employing purpose-built signalling devices. 3.3 Interpret and respond to recognition and response signals from search aircraft.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU003B Employ visual emergency signalling techniques in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR003 Employ visual emergency signalling techniques in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting combustible and ‘smoking’ materials
- constructing, igniting and maintaining a fire
- siting and building a trench symbol, visible from the air at 2000 metres may be a simulated trench if ground is too hard.
- siting and constructing a tinsel tree, visible from the air at 2000 metres
- siting, constructing and maintaining the fuel and foliage stock for the fire
- lighting the fire so that it is well ablaze within 120 seconds and then generating smoke through the application of green foliage
- interpreting and responding to recognition and response signals from search aircraft, including :
 - I require your attention
 - message received and understood
 - message received but not understood
 - follow aircraft in same direction

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- air search/ground search procedures
- aircraft recognition and response/international distress signals

Assessment Conditions

Competency should be demonstrated using a range of simulated visual emergency signalling techniques that could be expected in a survival situation with access to emergency signalling devices.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to employ visual emergency signalling techniques, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR004 Erect a survival shelter using natural resources in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU004B Erect a survival shelter using natural resources in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 revised

Application

This unit describes the skills required to erect a survival shelter in a survival situation. The individual is not expected to be an expert in building construction, but rather to have the requisite skills and knowledge to identify the elemental threats to his/her survival such as sun, wind and rain, and to establish a survival shelter to provide the necessary protection. The shelter may take advantage of established natural features or may demand stand-alone construction from natural resources. This unit assumes that manufactured resources are not available.

This unit was developed for Defence personnel but may be relevant to others

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare resources for erection of survival shelter	1.1 Identify potential threat to personal survival posed by the elements and use natural features to provide immediate protection. 1.2 Optimise survival shelter's siting for protection from the elements and to minimise hazards to the survivalist, taking advantage, where possible, of existing natural resources. 1.3 Collect resources to construct survival shelter to maximise shelter strength and protection, while minimising physical effort.
2. Construct survival shelter	2.1 Construct traditional two-ply string for use in binding and securing. 2.2 Establish survival shelter's framework, taking maximum advantage of the strength of natural junction points such as forks, by using and binding with improvised cordage. 2.3 Protect survival shelter from wind and rain, using shingling (bark sections and large leaves) and thatching (bound grass and bundled grass) for roofing and siding.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU004B Erect a survival shelter using natural resources in a survival situation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR004 Erect a survival shelter using natural resources in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- tying knots and lashes
- constructing at least two shelters capable of withstanding a vertical or horizontal loading to the framework of 300N; that repels all water when twenty litres is poured along the top/leading edge of the structure to simulate rain; whose tiling and thatching remains adhered to the shelter under wind conditions of Beaufort scale 4 (11–16 knots)
- using and binding with improvised cordage including at least one of
 - animal skins/gut
 - bark strips
 - reeds and grasses
 - traditional two-ply string

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- priorities of survival
- threats to survival from elements

Assessment Conditions

Competency must be assessed in a simulated workplace environment, including access to an appropriate remote survival area that has suitable natural resources and natural features; and a knife.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to construct and maintain a shelter, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR005 Maintain physical and emotional health and fitness in a survival environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU005B Maintain physical and emotional health and fitness in a survival environment.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with new standards• All PC transitioned from passive to active voice

Application

This unit describes the skills required to demonstrate the personal qualities of resilience and resoluteness under the hardships that must be endured to survive at the individual level, as well as the interpersonal skills to optimise the survival opportunities of the team. This unit also includes the discipline to ration food and water despite constant hunger and thirst, and to undertake arduous tasks despite increasing levels of fatigue and the diminishing potential of rescue. Individuals must demonstrate a robust standard of physical health and a meticulous attitude to personal safety and hygiene.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain personal health and safety	1.1 Minimise threats of disease, distraction and discomfort. 1.2 Minimise threats posed by exposure to the sun. 1.3 Handle equipment safely to prevent cuts. 1.4 Immediately treat injuries such as cuts and burns. 1.5 Take opportunities to improve personal hygiene, including cleaning teeth, grooming, washing skin and clothes.
2. Maintain a healthy and safe environment	2.1 Treat fire with respect to prevent injury or ignition of campsite and surrounds. 2.2 Establish latrine and slaughter areas away from the camp area to prevent disease and attraction of disease carriers. 2.3 Clear camp area of rubbish and food scraps to prevent disease and attraction of disease carriers. 2.4 Maintain safe distances from potential animal dangers.
3. Optimise the chances of survival	3.1 Maintain a positive and proactive attitude towards the survival situation by constantly reinforcing the goal of rescue. 3.2 Contain personal fears and tensions and avoid allowing them to impact on others. 3.3 Provide positive and constructive input to the group to support agreement on the survival tasks and the priority and manner in which they will be conducted to maximise outcomes and minimise energy expenditure. 3.4 Accept and undertake survival tasks allocated by the team. 3.5 Consume available resources, as rationed by the team. 3.6 Identify signs of concern in others and provide reassurance accordingly to prevent deterioration of the individual and/or the group.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading N/A					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU005B Maintain physical and emotional health and fitness in a survival environment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR005 Maintain physical and emotional health and fitness in a survival environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining personal health and fitness by cleaning and treating minor injuries
- maintaining a positive attitude

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- factors impacting on stress and personal health and fitness
- fire safety
- health and hygiene
- natural remedies provided by plant material
- safety in a survival situation

Assessment Conditions

Competency must be assessed in a simulated workplace environment (with access to a suitable assessment area), and in a team.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to maintain physical and emotional health and fitness, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR006 Navigate using celestial aids

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU012 Navigate using celestial aids.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.3, 5.2 and 6.2 revised • PC 3.3 and 3.4 merged

Application

This unit describes the skills required to navigate using celestial aids, by both day and night, to a destination, within standard tolerances of accuracy, without the use of the normal range of navigation aids.

This unit was developed for military personnel required to operate in a remote, deployed operational environment, but is applicable to any individual who is required to navigate using celestial aids. Alternatively, if an approximate position is known relative to a highway, waterway or coast, where either survival or rescue is better effected, the individual will have sufficient skills and knowledge to remain on a constant bearing and estimate distance travelled.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish cardinal points by day using the sun	1.1 Construct a sun compass in an open and level area to record complete movement of the sun over a solar day. 1.2 Mark true north, associated cardinal points and the arc of the sun on the sun compass. 1.3 Mark true north and associated cardinal points using a quick shadow stick method (maximum of twenty minutes of solar transit) and making allowance for the deviation arising from early morning or late afternoon siting.
2. Establish cardinal points by night using celestial aids	2.1 Extrapolate the location of cardinal points by identifying and using celestial bodies. 2.2 Extrapolate the location of the celestial pole by identifying and using celestial bodies. 2.3 Extrapolate true south (or north) by using the celestial pole on the earth/sky horizon and by establishing a compass showing all cardinal points on the ground.
3. Employ improvised direction measuring techniques	3.1 Select appropriate direction of travel to optimise survival or rescue, after analysing the survival situation. 3.2 Construct an improvised protractor using a multi-folded sheet of paper and mark the desired angle of direction. 3.3 Use established cardinal points and directional markings on an improvised protractor to navigate towards a recognisable feature in the distance.
4. Employ improvised time measuring techniques	4.1 Estimate elapsed time by measuring the angle of a segment of the sun's transit and applying an angle by rate calculation. 4.2 Estimate elapsed time by measuring the rotation of a celestial body around the celestial pole, and applying an angle by rate calculation.
5. Employ	5.1 Estimate distance by counting number of paces taken and

<p>improvised distance measuring techniques</p>	<p>applying a pace by length of pace calculation. 5.2 Estimate distance by travelling at constant estimated velocity walking pace of four km/h and applying a velocity by time calculation.</p>
<p>6. Determine overall position relative to start point and navigate back</p>	<p>6.1 Draw grid system using a standard scale on a sheet of paper, and mark cardinal points and start point. 6.2 Draw physical navigation movements as scaled vectors from the start point. 6.3 Aggregate individual navigation vectors to determine final position relative to the start point. 6.4 Determine return vector, including bearing and distance, to return to the start point.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU012 Navigate using celestial aids.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR006 Navigate using celestial aids

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying celestial bodies
- navigating
 - five kilometres within a solar day, which may be broken into legs of not less than one kilometre, but must include at least four legs, as part of a navigation circuit; on completion, navigators are to submit a vector diagram detailing their final position relative to their start point accurate to within 10% (of distance and direction)
 - five kilometres within eight hours at night, which may be broken into legs of not less than one kilometre, but must include at least four legs, as part of a navigation circuit; on completion, navigators are to submit a vector diagram detailing their final position relative to their start point accurate to within 10% (of distance and direction)
- locating cardinal points and true north
 - by day: make adjustments for the shadow arc, dependent upon the time, when using only a partial segment of a solar day (maximum twenty minute fix) to locate the cardinal points; and to indicate true north to within 10% with a sun compass, using a twenty minute fix
 - by night: implement contingency skills when there is partial cloud in the night sky; and to employ five different celestial body indication techniques to locate the cardinal points, either directly or through extrapolation via the celestial pole

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- angles (in degrees)
- basic physics (velocity/distance/time)
- cardinal points (magnetic and true)
- earth's orbit and rotation in relation to the sun and night sky, including the celestial pole phenomenon
- mathematical calculations including:
 - distance travelled:
 - velocity x time
 - pace length x number of paces
 - elapsed time:
 - rate of (apparent) movement of sun (15 degrees/hour x solar angle subtended)
 - rate of (apparent) movement of night sky around the celestial pole (15 degrees/hour x angle subtended by nominated celestial body)
 -

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations. Competency must be assessed in an area that has an unmodified landscape, with access to pen and paper.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR007 Preserve and cook foodstuffs in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU007B Preserve and cook foodstuffs in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to preserve and cook foodstuffs in a survival situation. This unit also covers the prudent management of food assets and implementing personal measures to minimise energy expenditure to enhance survival chances. The individual is not expected to be a camp chef, but rather to possess sufficient skills and knowledge to obtain, where possible, a measure of sustenance from the environment through cooking, or preserving for longer-term consumption.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Preserve and cook flora and fauna	1.1 Apply testing procedures to unknown flora to identify their fitness for consumption. 1.2 Remove harmful components of animal and vegetable foodstuffs. 1.3 Use improvised cooking techniques to prepare animal and vegetable foodstuffs for consumption to reduce the chances of acquiring parasites and germs. 1.4 Use improvised preserving techniques to preserve animal and vegetable foodstuffs to allow long-term storage without any harmful organisms spoiling the foodstuff.
2. Manage food resources	2.1 Implement energy management techniques to minimise unnecessary wastage. 2.2 Ration foodstuffs in accordance with survival requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU007B Preserve and cook foodstuffs in a survival situation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR007 Preserve and cook foodstuffs in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using improvised cooking techniques for at least one animal and at least one vegetable foodstuff by two of the following methods on different meal occasions:
 - roasting
 - earth oven
 - boiling
 - grilling/frying
- applying safety principles to ensure potential parasites and other organisms are destroyed by cooking, without destroying the foodstuff by burning or overcooking
- preserving foodstuff for at least one animal and at least one vegetable foodstuff quantity sufficient for at least two separate survival meals by two of the following methods:
 - drying
 - smoking
 - salting
- using curing techniques, making sure that maggot or bacterial infestation does not spoil the foodstuff (the preserved foodstuff should not suffer deterioration for two days [minimum] after curing, and must then be consumed by the survivor as part of their survival diet)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fire safety
- food testing procedures
- recognition of edible plants

Assessment Conditions

Competency must be assessed in a simulated workplace environment and demonstrated at least once in the test procedure for unknown flora and, as detailed, over a range of occasions for cooking and preserving that could be expected in a survival situation.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to cook and preserve foodstuffs, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR008 Produce fire using improvised means in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU008B Produce fire using improvised means in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 revised

Application

This unit describes the skills required to initiate and maintain fire in a survival situation. Fire is one of the most critical survival resources because of the range of applications, from preventing hypothermia and sterilising water to initiating rescue signals. The individual is expected to produce fire from improvised means (which may include traditional means if there are no alternatives).

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fire starting	1.1 Collect, dry and protect tinder. 1.2 Collect, prepare and store kindling. 1.3 Collect, prepare and store fuel (branches, logs) in a dry location.
2. Start and maintain fire	2.1 Site and prepare a fire-safe area, minimising threat to survivor effects and equipment and preventing escape of the fire into surrounding vegetation. 2.2 Use improvised means to start fire. 2.3 Prevent fire from extinguishing in all weather conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU008B Produce fire using improvised means in a survival situation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR008 Produce fire using improvised means in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- implementing fire safety
- producing fire from traditional means and friction
- nurturing the ember into a robust flame through the careful and sequential additions of tinder, kindling and fuel
- maintaining a fire continuously regardless of weather conditions
- demonstrating due regard to the safety of persons and equipment, and the surrounding environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fire safety
- hypothermia
- range of applications of fire in a survival situation

Assessment Conditions

Competency must be demonstrated once under the range of methods detailed in the establishment of fire but the maintenance of fire should be assessed over time. Competency must be assessed in a simulated workplace environment in an appropriate assessment area with access to sufficient suitable dry organic material to start fires; friction method fire-starting resources including bootlace (as bow string); and a knife. Fire should be maintained in all weather conditions including rain.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to start and maintain a fire, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR009 Trap and kill animals in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU009B Trap and kill animals in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1, 2.6, 2.8 and 2.9 revised • PC 2.1, 2.2 and 2.3 merged

Application

This unit describes the skills required to trap and kill animals in a survival situation. The individual is not expected to be an expert trapper or butcher, but rather to have sufficient skills and knowledge to catch animals using trapping techniques, and to kill and butcher the animal including inspecting for signs of disease.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete, tasks in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Trap animals	1.1 Develop a capture plan including trap height, location and type, as well as means of attraction, by identifying animal signs and by interpreting drinking, eating, foraging, mating, and sleeping habits. 1.2 Acquire bait attractive to the targeted animal. 1.3 Create traps from natural resources. 1.4 Deploy and camouflage traps on likely animal travel routes. 1.5 Check traps regularly for captured animals.
2. Slaughter animals	2.1 Conduct slaughter humanely to cause minimum stress for the animal. 2.2 Skin or pluck carcass. 2.3 Hang carcass for butchering. 2.4 Butcher carcass by cutting edible portions (dressing) of meat and by removing internal organs. 2.5 Inspect offal for signs of disease. 2.6 Protect meat from the elements including flyblow, scavenging animals and the sun. 2.7 Maintain hygiene of the slaughterer. 2.8 Maintain hygiene of the carcass.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU009B Trap and kill animals in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

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Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR009 Trap and kill animals in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating safe knife-handling
- constructing, siting, setting and camouflaging the following traps:
 - simple snare – focusing on the functionality of the snare and the fixing of the aperture
 - Fig 4 – focusing on the functionality of the mechanism
 - a frame – focusing on the functionality of the mechanism
- ensuring own safety
- efficiently despatching the slaughter
- removing offal and cuts of meat without rupturing the animal’s internal organs, thereby spoiling the meat
- examining carcasses for disease and parasites

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic animal anatomy
- hazards associated with animals

Assessment Conditions

Competency must be demonstrated in a simulated workplace environment, with access to animals for slaughter. The candidate should have access to a knife as minimum equipment.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to capture and kill animals, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR010 Locate, treat and manage water in a survival situation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU010B Locate, treat and manage water in a survival situation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1, 2.2 and 2.3 revised

Application

This unit describes the skills required to locate, treat (for human consumption) and manage water in a survival situation. This unit also includes extracting water directly through evaporation, transpiration and desalination; filtering techniques; and treating foul water to render it potable. Of equal importance to optimising the input of water, is minimising the expenditure of water. Individuals will need to protect and ration their water assets and to implement measures to minimise water loss to increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate and extract water	1.1 Discover water by recognising and investigating the likely locations and the indicators of water. 1.2 Collect water during periods of rain and high atmospheric moisture content. 1.3 Extract water from the ground through evaporation. 1.4 Extract water from vegetation using transpiration.
2. Prepare water for consumption	2.1 Filter water (i.e. clarify content, remove debris and large contaminants) using improvised filtration methods. 2.2 Make water safe for drinking using improvised desalinator system, including boiler (i.e. drum), collector (i.e. bag) and condenser (i.e. tube/pipe). 2.3 Taste and smell water to confirm it is safe for drinking.
3. Manage water resources	3.1 Store water using improvised storage receptacles. 3.2 Minimise loss of water by implementing water loss reduction management techniques. 3.3 Ration water in accordance with minimum daily requirements as per the survival situation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU010B Locate, treat and manage water in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR010 Locate, treat and manage water in a survival situation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling basic improvised equipment
- demonstrating extreme care in handling critical survival items
- extracting water through:
 - evaporation – a minimum of 20 millilitres of water in 24 hours through the use of a desert still
 - transpiration – a minimum of 200 millilitres of water in a solar day using a plastic (transpirator) bag (0.6 metres by 0.4 metres)
 - desalination – a minimum of five litres of potable water in 24 hours using the following:
 - a ten litre metal drum
 - plastic (transpirator) bag (0.6 metres by 0.4 metres)
 - pipe section (ten to twenty centimetres)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- desalinator construction including:
 - drum
 - condensing tube
 - collecting device

- connections of the following to each other
- cooling options for the condensing device
- desalinator non-compliant liquids
- transpirator non-compliant vegetation

Assessment Conditions

Competency must be assessed with access to improvised desalinator kits, the desalinator is to provide the only source of water for a minimum of two days unless safety/health reasons require additional supplementation. Competency must be demonstrated once in the evaporation and transpiration of water and competency must be demonstrated in the desalination and management of water, and minimisation of water loss, over a minimum of two days.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to locate and treat water, the aspect of longer-term survival, i.e. management of water (including care of the desalinator), is crucial.

Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSUR011 Survive at sea

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFSU011B Survive at sea.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 revised

Application

This unit describes the skills required to survive at sea and the immediate measures that would need to be taken upon exposure to the water, including both surface and underwater swimming, treading water, rigging improvised and purpose flotation devices, and adopting heat-loss minimisation positions. It also covers the use of purpose survival craft and equipment, including water procurement, food procurement and emergency signalling devices.

This unit was developed for Defence personnel but may be relevant to others. The context of this competency would typically be when a ship is sunk or an aircraft is downed over water. The survivor can be on their own or in a group.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Survive in the water	1.1 Use surface and underwater swimming techniques to escape from dangerous situations. 1.2 Enter water from a height and then surface. 1.3 Assume heat-retaining positions in the water as an individual and in a group environment. 1.4 Use improvised flotation devices to supplement buoyancy. 1.5 Fit personal flotation device (PFD) and maintain buoyancy through manual techniques.
2. Operate and maintain survival flotation craft and its resources	2.1 Deploy, inflate, right (upon inversion) and board survival flotation craft (multi-person or single-person life raft). 2.2 Escape from inside the survival flotation craft after inversion. 2.3 Rig survival flotation craft for protection from the elements and optimisation (or minimisation) of movement. 2.4 Inspect and maintain survival flotation craft throughout the survival period. 2.5 Manage survival resources. 2.6 Deploy and operate water and food procurement devices. 2.7 Operate signal equipment from the survival flotation craft. 2.8 Interpret and respond to recognition and response signals from search aircraft.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing N/A					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU011B Survive at sea.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFSUR011 Survive at sea

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- fitting personal floatation devices
- using duck dive technique
- swimming 30 metres in clothing
- treading water for a minimum of five minutes in clothing
- adopting the HELP for at least ten minutes
- rigging and using two different improvised flotation devices for at least five minutes each
- surviving at sea over three hours using a multi-person raft by:
 - rigging the drogue
 - rigging the canopy
 - rigging water procurement devices including solar stills and reverse osmosis machines, and producing at least 300 millilitre of water
 - bailing
 - inspecting the craft
- rigging and employing the following signalling devices from the survival craft:
 - heliograph – accurately illuminating a target at least 300 metres away
 - sea marker dye – deploying a sea marker dye effectively and safely using prevailing currents to optimise signature
 - flare – employing a signal flare effectively without threatening persons or survival equipment
- use surface and underwater swimming techniques including at least one of:
 - duck diving
 - swimming while clothed

- treading water in location
- Deploy and operate water and food procurement devices including at least one of:
 - reverse osmosis machine
 - solar stills
 -

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aircraft response signals
- emergency signalling
- heat-retaining position
- improvised flotation techniques

Assessment Conditions

Competency should be demonstrated over time in a range of situations that could be expected in a survival situation.

Competency must be assessed in a simulated workplace environment, with access to a suitable sea-survival area, buoyancy devices, signalling devices and life rafts. All aspects of competence must be tested as part of an unbroken continuum from entry into the water at the individual level to the boarding and conduct aboard a survival flotation craft.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTRP001 Operate a vehicle in an environment of threat

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTP001B Operate a vehicle in an environment of threat.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 reworded

Application

This unit describes the skills required to operate a vehicle in a work environment where there are a range of threats to the security of the vehicle and driver. These threats may include actions by an adversarial or enemy force targeted at destroying the vehicle and driver. The focus of the threat may be towards disablement of the driver, vehicle and/or load and may be carried out using a range of weapons from the ground and/or the air.

This unit was developed for military drivers in a threat environment but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Camouflage and conceal a vehicle	1.1 Obtain specialist equipment appropriate to the task and check for serviceability. 1.2 Prepare vehicle for tactical employment and operational driving in a threat environment. 1.3 Camouflage vehicle from observation, surveillance and detection. 1.4 Conceal vehicle and its signature from observation, surveillance and detection using natural and artificial resources.
2. Apply tactical deployment drills and contingency actions when driving in a threat environment	2.1 Drive vehicle singularly and in convoy in a threat environment. 2.2 Deploy vehicle tactically during halts. 2.3 Employ vehicle contingency actions when threatened.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP001B Operate a vehicle in an environment of threat.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTRP001 Operate a vehicle in an environment of threat

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- preparing a vehicle for operational driving
- driving a vehicle under operational conditions
- following instructions/directives and verbally reporting information
- selecting halt and hide positions that make best use of the natural terrain and vegetation, and provide maximum concealment
- occupying halt and hide positions, optimising the position of the vehicle and the timely application and erection of camouflage
- applying procedures for camouflaging a vehicle, including use of natural vegetation and artificial aids including camouflage nets and support sets that allow emergency redeployment of the vehicle without entanglement
- reducing vulnerability through preparation of the vehicle, the use of camouflage and concealment, and the application of contingency actions that minimise risk
- carrying out contingency actions to prevent or minimise damage to the person, the vehicle and the load, both when travelling alone and in convoy with other vehicles when in a threat environment
- applying counter surveillance doctrine and procedures and the employment of operational driving techniques, in driving both a light and medium vehicle, carrying both general cargo and personnel, in a simulated operational environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- tactical deployment procedures including convoy driving procedures and actions at a halt and occupation of a hide or administrative position
- threats to vehicle security, observation and detection
- contingency actions

Assessment Conditions

Competency should be assessed carrying both general cargo and personnel. While assessment will normally be conducted as a team activity involving a number of vehicles and drivers, evidence of individual performance should be gathered on operational driving, the tactical deployment of vehicles, the use of camouflage to prevent observation and detection, and the employment of contingency actions including counter-ambush and counter-air attack. Most assessment tasks require the cooperation and assistance of other team members, therefore the ability to work as part of a team should be included in the overall assessment.

Assessment should be sequential from the actions of the individual on the receipt of instructions for movement through to the employment of contingency actions. Given that most of this unit of competency is based on the application of drills and procedures the assessment will be conducted primarily through the observation of practical skills. Errors detected in performance can be used to prompt a more detailed examination of a particular knowledge or skill and verbal and/or a written questioning of underpinning knowledge may complement practical assessments.

Competency should be demonstrated as part of a broader assessment activity involving the tactical deployment of drivers and vehicles over an extended period. Performance will need to demonstrate reacting to a range of threats and carrying out contingency actions on a number of occasions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTRP002 Operate a vehicle at night

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTP002B Operate a vehicle at night.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to drive, navigate and direct a vehicle at night under field conditions using white, reduced and blackout lighting where the threat(s) by an adversary or enemy may prohibit the full use of normal vehicle headlights, tail lights and interior lighting. In these circumstances, to assist in the control, operation and navigation of the vehicle, the driver may use guides and other aids, including specialist 'blackout' lighting equipment fitted to vehicles.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving at night	1.1 Conduct serviceability check of vehicle and any external aids to night driving. 1.2 Rectify and report any faults. 1.3 Configure vehicle for night driving.
2. Drive a vehicle at night	2.1 Drive vehicle at night using various types of lighting and external aids in different types of terrain, road and light conditions. 2.2 Respond to directions from a co-driver and a guide, both with and without the assistance of external aids. 2.3 Navigate vehicle at night using navigational equipment.
3. Direct a vehicle at night	3.1 Identify, obtain and check appropriate external aids for serviceability. 3.2 Rectify or report any vehicle faults. 3.3 Direct vehicle using external aids. 3.4 Retrieve and check aids and return external to storage area.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP002B Operate a vehicle at night.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTRP002 Operate a vehicle at night

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- scanning terrain
- judging terrain, distance and speed at night
- driving a vehicle at night under normal lighting conditions
- manoeuvring a vehicle in confined spaces
- navigating a vehicle
- responding to directions when driving
- reading maps and using navigational aids
- driving and navigating a vehicle at night using white, reduced and blackout lighting
- acting as guide while using external aids
- preparing a vehicle for night driving then driving the vehicle under field conditions in a range of environments including cross country, and on tracks and formed roads utilising the three types of lighting under a range of lighting and driving conditions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for driving at night
- characteristics of night vision
- vehicle navigation
- vehicle signalling and directing techniques

Assessment Conditions

Competency should be demonstrated as part of a broader assessment activity involving the tactical deployment of drivers and vehicles over an extended period.

Competency should be assessed progressively with the levels of complexity of driving with reduced lighting increasing i.e. the sequence should be white, reduced, then blackout. Activities should commence with the receipt of instructions for a night move. The individual should be assessed in the inspection and preparation of the vehicle for night driving.

Assessment under the particular light condition should test the individual's competence including the conduct of more complex tasks including manoeuvring in confined spaces with and without the use of guides and associated aids. Navigation may be assessed as part of a vehicle navigation exercise conducted under various lighting conditions driving cross country as well as on tracks and sealed roads.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTRP003 Operate a vehicle over difficult terrain

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTP003B Operate a vehicle over difficult terrain.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a vehicle and drive over difficult terrain, including cross country and other off road situations. This involves the application of low risk driving techniques, dealing with hazards, and the assessment (where necessary) and the safe negotiation of obstacles, including water courses such as rivers and streams. The driver must be able to deal with contingencies related to an emergency that may occur in the hazardous situations that may be encountered in driving over difficult terrain under field conditions.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving over difficult terrain	1.1 Conduct serviceability check of a vehicle for driving over difficult terrain. 1.2 Rectify and/or report any vehicle faults. 1.3 Configure vehicle for driving in difficult terrain.
2. Drive over difficult terrain	2.1 Conduct reconnaissance of the terrain to be traversed by map and/or visual observation identifying potential hazards, including entry and exit routes, obstructions and bypasses. 2.2 Plan task and discuss potential hazards and contingency actions with a supervisor. 2.3 Reconfigure vehicle and adjust the load as necessary. 2.4 Apply low risk driving techniques when driving over difficult terrain. 2.5 Apply vehicle contingency actions when required to deal with accidents and emergencies that may occur when negotiating hazards.
3. Refurbish vehicle	3.1 Inspect vehicle for damage after hazardous situations are negotiated and on completion of the task. 3.2 Rectify and/or report faults and damage to the supervisor. 3.3 Clean and reconfigure vehicle and load as necessary for standard driving conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP003B Operate a vehicle over difficult terrain.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTRP003 Operate a vehicle over difficult terrain

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- carrying out contingency actions
- recovering a vehicle
- applying first aid
- evacuating injured people
- reading maps and use navigational aids
- conducting route reconnaissance and task planning
- driving a vehicle over difficult terrain including:
 - crossing a defile
 - crossing soft terrain
 - crossing a water obstacle
 - negotiating thick scrub
- dealing with contingencies including:
 - engine stall on a steep grade
 - breakdown of a vehicle while crossing a water obstacle
 - recovery of a vehicle from an obstacle
 - recondition a vehicle after driving in difficult terrain
- preparing and driving a vehicle over difficult terrain in a range of environments by day and night, and dealing with contingencies in hazardous situations
- applying sound judgement, this must be displayed in the analysis of difficult terrain to determine whether it is trafficable, and if so, what are the implications for vehicle preparation, safety of passengers and load planning

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- route and task planning
- obstacles and hazards
- vehicle capabilities

Assessment Conditions

Competency should be demonstrated over a time frame that allows for driving a vehicle over a variety of difficult terrain, encountering hazardous situations and applying contingency actions all under a range of field conditions.

Competency should be assessed using a number of practical assessments of driving over difficult terrain including inclines and declines (to the rated capability of the vehicle), waterways, thick scrub, defiles, sand and soft bottoms. Individuals should be assessed in each of these environs and then collectively over a 'vehicle run' in which a number of the types of difficult terrain, including watercourses, are encountered requiring a contingency response.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTRP004 Operate a vehicle using night fighting equipment (NFE)

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTP004B Operate a vehicle using night fighting equipment (NFE).</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate a vehicle, including all wheeled road transport vehicles, using night fighting equipment (NFE) as an aid to driving at night in limited or no light under field conditions. NFE is a collective term that refers to image intensification equipment. It is used by the driver in limited or no light conditions to enhance and improve natural vision at night, when other forms of lighting are prohibited by the operational situation. The driver is required to perform all of the standard driving activities using NFE including vehicle preparation, serviceability checks, driving and navigation. In addition, the driver, while dismounted, is required to direct another vehicle using hand signals.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving at night using NFE	1.1 Inspect NFE for driving and set up. 1.2 Conduct serviceability check of the vehicle using NFE and rectify and/or report faults. 1.3 Configure vehicle for night driving using NFE.
2. Direct a vehicle using NFE	2.1 Identify, obtain and check appropriate NFE for serviceability. 2.2 Report any faults with NFE to appropriate personnel, rectify and/or return to store. 2.3 Direct vehicle as an external guide using NFE. 2.4 Retrieve and check NFE and return to storage area with any faults rectified and/or reported.
3. Drive a vehicle using NFE	3.1 Drive vehicle singularly and in convoy using NFE. 3.2 Respond to directions from an external guide while driving with NFE. 3.3 Navigate vehicle while driving with NFE. 3.4 Carry out contingency actions on failure of NFE.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP004B Operate a vehicle using night fighting equipment (NFE).

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTRP004 Operate a vehicle using night fighting equipment (NFE)

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- driving a vehicle at night under a variety of lighting conditions
- reading maps and using navigational aids
- setting up NFE for night driving
- preparing, checking for serviceability, driving, directing and navigating the vehicle at night using NFE
- operating a vehicle both on roads and cross country and in convoy using NFE

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- NFE safety requirements
- characteristics of night vision
- characteristics and operation of NFE

Assessment Conditions

Competency should be assessed in operating with NFE as a complete activity commencing with the issue of instructions for a night move. The individual should conduct all preliminaries using NFE and complete a number of night driving tasks on both roads and cross country.

The individual should be responsible for navigation along the route using NFE. During the assessment, the individual will be required to drive the vehicle in accordance with instructions from an external guide and then dismount and act as a guide for another vehicle.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTRP005 Operate a multi-axle trailer

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTP005B Operate a multi-axle trailer.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 reworded

Application

This unit describes the skills required to configure, load, tow, manoeuvre and unload a multi-axle trailer coupled to a wheeled vehicle authorised to tow this type of trailer. Multi-axle trailers in this context are used to transport wheeled and tracked vehicles, containers and items of general cargo in a range of operating environments.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to tow a multi-axle trailer	1.1 Conduct serviceability check of the trailer. 1.2 Rectify and/or report faults. 1.3 Prepare and configure trailer to meet the requirements of the load/cargo. 1.4 Load trailer with different types of loads. 1.5 Secure and protect load.
2. Tow a multi-axle trailer	2.1 Couple and uncouple multi-axle trailer to a vehicle. 2.2 Tow multi axle trailer.
3. Refurbish a multi-axle trailer	3.1 Unload multi-axle trailer on completion of the task. 3.2 Conduct serviceability and damage checks. 3.3 Rectify and/or report faults.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP005B Operate a multi-axle trailer.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTRP005 Operate a multi-axle trailer

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- loading, restraining and protecting loads
- manoeuvring a trailer through a range of driving situations and road conditions
- monitoring and anticipating traffic hazards
- managing stressful and emergency situations
- operating medium and heavy vehicles and towing multi-axle trailers applying WHS requirements
- inspecting, loading, coupling/uncoupling, towing, manoeuvring and unloading a multi-axle trailer under a range of road transport operating conditions by day and night carrying different types of loads
- configuring a multi-axle trailer to suit the requirements of different types of loads and tasks
- loading and unloading a trailer with different types of loads and securing devices
- handling emergency situations
- demonstrating the ability to manoeuvre, brake, corner, reverse, push the trailer, overtake other vehicles and handle emergency situations.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for operating medium and heavy vehicles and towing multi-axle trailers

- road traffic rules and regulations for operating medium and heavy vehicles and towing multi-axle trailers
- safe loading and restraint procedures and limits for trailers
- trailer coupling systems
- emergency situations that may require towing trailers

Assessment Conditions

Competency should be demonstrated under a range of road transport operating environments towing a multi-axle trailer carrying various types of loads. Assessment will need to be undertaken on a number of occasions to provide the individual with the opportunity to demonstrate competence in manoeuvring a loaded trailer in a range of contexts and conditions.

Competency should be assessed under a range of road and traffic conditions to assess performance in stressful conditions. The assessment should be conducted as part of a 'long haul' activity of extended duration loading and towing a number of types of cargo. The individual should be assessed in the interpretation of an instruction for a transport task requiring a multi-axle trailer, preparation and configuration of the trailer and the subsequent loading, restraint and protection of the load.

The individual should then be assessed in coupling a trailer and driving the vehicle which includes the requirement to manoeuvre, brake, corner, reverse, push, overtake other vehicles and handle emergency situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST001 Plan testing and evaluation processes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE001A Plan testing and evaluation processes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3, 3.1, 3.3 and 3.4 revised • PC 4.2 and 4.3 merged

Application

This unit describes the skills required to plan a test and evaluation process which may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; and degree of control. It includes the requirement to identify the scope of the testing process, to determine the testing methodology and to prepare the plan.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify testing requirements and undertake scoping	1.1 Analyse the need for testing. 1.2 Undertake definition study where necessary, to determine scope of testing process. 1.3 Complete scoping, identifying rationale for the testing that includes purpose and outcomes. 1.4 Identify and canvas stakeholders to ensure that their requirements are addressed in planning.
2. Determine testing methodology	2.1 Undertake research and analysis to identify impacts and risks, constraining factors and alternate options. 2.2 Analyse methodology technical feasibility, supportability and cost effectiveness and report outcome to key stakeholders. 2.3 Assess alternatives for testing design. 2.4 Identify and report preferred option that fits organisational requirements. 2.5 Consult relevant specialists to determine extent of potential risks. 2.6 Prepare business case and obtain approvals to proceed with test development.
3. Develop test and evaluation plans	3.1 Define aims, objectives and impacts in test plan and timeframes. 3.2 Identify resources to complete quality deliverables on time and within budget. 3.3 Determine test methods by consideration of resource constraints, environmental constraints, evidence requirements, existing capabilities and their compatibility with existing procedures. 3.4 Record testing outcomes in measurable and achievable forms. 3.5 Develop indicators to monitor test performance and seek agreement by relevant parties. 3.6 Investigate potential risks and identify them in the plan. 3.7 Establish a risk management process to analyse information and options.

	<p>3.8 Clarify and agree on skills, roles and responsibilities of team members and stakeholders, and identify reporting requirements.</p> <p>3.9 Address management of test parameters in the plan and design evaluation criteria.</p> <p>3.10 Design and document planning process utilising management tools, in accordance with test and users’ requirements, in consultation with specialists.</p>
4. Finalise test plans	<p>4.1 Maintain security and confidentiality of data.</p> <p>4.2 Promulgate and maintain test plans.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE001A Plan testing and evaluation processes.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST001 Plan testing and evaluation processes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying risk management techniques
- negotiating timelines, roles and responsibilities with stakeholders and team members
- scheduling testing activities
- use planning techniques related to testing and evaluation that may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to implementing testing processes
- organisational change management
- principles relating to the implementation phase of testing processes
- resource plans
- resource scheduling packages

- test and evaluation implementation methods which may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structures (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST002 Prepare testing and evaluation processes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE002A Prepare testing and evaluation processes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.3 and 3.2 revised

Application

This unit describes the skills required to prepare for a test and evaluation process. It includes the requirement to establish the testing process, to integrate the testing processes and to develop, review and maintain the test plan.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish test and evaluation processes	<p>1.1 Confirm drivers for the test and evaluation with stakeholders.</p> <p>1.2 Develop test plan in accordance with direction from Test and Evaluation Master Plan.</p> <p>1.3 Determine test methods by consideration of resource constraints, environmental constraints, evidence requirements, existing capabilities and their compatibility with existing procedures.</p> <p>1.4 Brief and negotiate with stakeholders to obtain endorsement for testing process.</p> <p>1.5 Obtain resources.</p> <p>1.6 Review and analyse scope and objectives.</p> <p>1.7 Develop a strategy establishing work breakdown structures in order to implement testing process.</p> <p>1.8 Identify and establish testing infrastructure.</p> <p>1.9 Identify and establish safety systems and procedures.</p> <p>1.10 Identify and obtain specialist and technical support relevant to the testing.</p> <p>1.11 Maintain security and confidentiality of data.</p> <p>1.12 Establish governance structure and processes as detailed in test plan.</p>
2. Conduct start up activities	<p>2.1 Refine test plans in consultation with steering committee and team members, and include precise details for schedules of activities, milestones and resources.</p> <p>2.2 Establish and maintain required systems throughout the process in accordance with the complexity of the testing and in line with test plan.</p> <p>2.3 Confirm team members' understanding of testing and evaluation and commitment to fulfilling the requirements.</p> <p>2.4 Confirm team members' roles and responsibilities for the duration of the process.</p> <p>2.5 Utilise and apply management tools to achieve outcomes.</p>
3. Manage test and	3.1 Integrate all aspects of testing and related processes and establish

evaluation preparedness	<p>links to ensure objectives are met in accordance with test plan.</p> <p>3.2 Establish consultation and reporting mechanisms in accordance with test plan.</p> <p>3.3 Consult with staff and contractors regularly to discuss progress and to ensure effective results.</p> <p>3.4 Monitor integration, and review and amend management plans and any related contracts as appropriate, with results reported in accordance with mechanisms identified in test plan.</p> <p>3.5 Establish ongoing progress monitoring processes against agreed milestones in accordance with test plan, to provide a measure of performance throughout the life of the testing process.</p> <p>3.6 Plan and establish programmed review of objectives and achievement in accordance with test plan.</p>
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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE002A Prepare testing and evaluation processes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST002 Prepare testing and evaluation processes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using management techniques related to testing and evaluation that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using management tools suited to implementing testing processes
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- change management
- cost schedule control systems
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to planning testing and evaluation processes
- principles relating to the planning phase of testing and evaluation processes
- resource plans
- scheduling packages

- test and evaluation planning methods which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structure (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST003 Conduct testing processes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE003A Conduct testing processes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 & 1.5 merged • Element 1 one new PC

Application

This unit describes the skills required to conduct a testing process. It includes managing the testing process, capturing data and adhering to the test plan.

This unit was developed for Defence test and evaluation workers, but is applicable to individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and conduct tests	1.1 Obtain and comply with test plan. 1.2 Brief stakeholders and test participants. 1.3 Check and initiate safety systems and procedures. 1.4 Commence test and evaluation activities. 1.5 Perform qualitative and quantitative tests to observe and to measure relevant critical parameters. 1.6 Collect and record test data.
2. Monitor testing processes	2.1 Monitor and amend test plans based on changing circumstances in consultation with team members, and include precise details for schedules of activities, milestones and resources. 2.2 Monitor systems throughout the process. 2.3 Identify risks and apply the risk management process. 2.4 Apply management tools throughout the process to achieve outcomes. 2.5 Compare data with standards, charts and tables in order to meet compliance with required specification or test specific requirements. 2.6 Check initial analyses against test plan procedures when non-standard results are obtained. 2.7 Recognise and manage contingencies.
3. Finalise testing processes	3.1 Evaluate testing process, equipment performance and achievement against objectives and report initial results. 3.2 Maintain security and confidentiality of data. 3.3 Debrief stakeholders and test participants. 3.4 Forward test data for analysis. 3.5 Review and amend management plans and any related contracts as appropriate. 3.6 Conduct review of objectives and achievement and prepare outcomes for test report.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE003A Conduct testing processes.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST003 Conduct testing processes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using management techniques related to testing that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using management tools suited to the conduct of testing processes
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- change management
- contingency planning and management processes
- cost schedule control systems
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to the conduct of testing processes
- principles relating to the conduct phase of testing processes
- resource management
- scheduling packages

- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structure (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST004 Evaluate testing

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE004A Evaluate testing.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 and 3.4 merged • Element 1 one new PC

Application

This unit describes the skills required to evaluate the results of a testing process. It involves analysing data and solving complex problems where the information may not be obvious but can be determined by direct and logical reasoning.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assemble testing evidence	1.1 Comply with test plan. 1.2 Identify testing evidence. 1.3 Determine evaluation criteria. 1.4 Access testing evidence. 1.5 Verify data relevance and accuracy. 1.6 Rectify data errors.
2. Evaluate testing evidence	2.1 Assess evidence against estimations and expectations in accordance with evaluation criteria. 2.2 Identify trends in evidence and detail the significance of the trend. 2.3 Conduct data comparisons to determine the validity of outcomes in accordance with evaluation criteria. 2.4 Utilise management tools. 2.5 Determine test outcomes in conjunction with stakeholders.
3. Record and report testing outcomes	3.1 Record test outcomes and reasons for them. 3.2 Maintain security and confidentiality of data. 3.3 Report results and maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE004A Evaluate testing.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST004 Evaluate testing

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating test evidence
- detailing requirements, writing recommendations and monitoring plans requiring precision of expression
- using management tools suited to the conduct of testing processes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, organisational policies and procedures that may impact on the test and evaluation process
- management tools suited to the conduct of testing processes
- principles relating to the evaluation of testing processes
- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST005 Produce test and evaluation reports

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE005A Produce test and evaluation reports.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to compile a report on a test and evaluation process. It includes determining the report structure and presenting results.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine report structure	1.1 Collate input from stakeholders and test participants. 1.2 Analyse and select most appropriate communication means. 1.3 Select report structure and format. 1.4 Select categories and logical sequences of data, information and knowledge to achieve report objectives. 1.5 Develop overview of report structure and content.
2. Draft report	2.1 Collate, interpret and summarise data, information and knowledge to prepare text that satisfies report purposes and objectives. 2.2 Maintain security and confidentiality of data. 2.3 Include multimedia as appropriate to report purposes and objectives. 2.4 Identify and action gaps in required data and information. 2.5 Use language and writing styles appropriate to audience and that clearly reports purposes and objectives. 2.6 Use appropriate software to apply design elements to texts that satisfies report purposes and objectives. 2.7 Circulate draft report for comment to stakeholders and test participants.
3. Prepare and distribute final report	3.1 Incorporate amendments from comments. 3.2 Check grammar, spelling, punctuation and style for accuracy. 3.3 Approve report by stakeholders. 3.4 Produce and distribute report.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE005A Produce test and evaluation reports.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST005 Produce test and evaluation reports

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using application software suited to the reporting of testing processes
- using communication techniques related to reporting on testing that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application software tools suited to the reporting of testing processes
- approval processes
- communication processes
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- principles relating to the reporting phase of testing processes
- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST006 Analyse test data

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE006A Analyse test data.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 removed

Application

This unit describes the skills required to analyse data collected during a test and evaluation process. It includes establishing trends and relationships in the data, and establishing the acceptability of the data.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Perform scientific calculations	1.1 Ensure consistency of raw data with expectations and reasonable ranges. 1.2 Calculate scientific quantities. 1.3 Determine calculated quantities and estimations. 1.4 Present results using the appropriate units, uncertainties and number of significant figures.
2. Analyse trends and relationships in data	2.1 Determine relationships between sets of data. 2.2 Prepare and analyse data to determine if a process is in control. 2.3 Identify possible causes for out of control condition.
3. Determine variation and/or uncertainty in data distributions	3.1 Organise raw data into appropriate frequency distributions. 3.2 Calculate statistical properties for ungrouped and grouped data. 3.3 Interpret statistical properties to determine characteristics of sample or population. 3.4 Calculate standard deviations and confidence limits for means and replicates. 3.5 Determine uncertainty in measurements using statistical analysis. 3.6 Determine data acceptability using statistical tests and organisational procedures.
4. Check for aberrant results	4.1 Identify results that cannot be reconciled with documentation, testing procedures and/or expected outcomes. 4.2 Determine appropriate actions in consultation with supervisor as required.
5. Maintain results	5.1 Store, retrieve and manipulate data following document traceability procedures. 5.2 Present results in an appropriate format. 5.3 Verify entry of data and results. 5.4 Maintain security and confidentiality of data. 5.5 Prepare reports in a format and style consistent with their intended use and organisational guidelines.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE006A Analyse test data.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST006 Analyse test data

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing mathematical calculations involving fractions, decimals, ratios, proportions and percent
- evaluating mathematical formulae
- interpreting scientific properties
- preparing and interpreting graphs and data

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics of a valid measurement
- procedures for data traceability
- procedures for maintaining and filing records, security of data
- procedures for verifying data and rectifying mistakes
- relevant scientific terminology
- sources of uncertainty in measurements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFTST007 Apply knowledge of test and evaluation processes

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFTE007A Apply knowledge of test and evaluation processes.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse and apply knowledge of test and evaluation processes. This includes the specific knowledge of test and evaluation processes required to support these areas. Applying knowledge of test and evaluation processes is specific to work undertaken by Defence personnel and may be included within a variety of areas such as management, acquisitions, audits, inspections, policy implementation, technical manual development, platform integration, configuration, staff processes, transport and inter-operability.

This unit applies to those working within Defence where knowledge of test and evaluation processes is necessary, but where the worker is not a test and evaluation practitioner.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant test and evaluation information	1.1 Identify and obtain relevant test and evaluation process, safety, legislative and statutory requirements. 1.2 Analyse obtained information to determine relevance and application to the organisation. 1.3 Formulate outcomes of the analysis and provide recommendations relevant to workplace requirements.
2. Implement recommendations specific to test and evaluation	2.1 Apply workplace requirements relevant to test and evaluation processes. 2.2 Determine work requirements while applying relevant recommendations. 2.3 Assess, review and record effectiveness of the recommendations. 2.4 Adjust recommendations, if required, and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE007A Apply knowledge of test and evaluation processes.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFTST007 Apply knowledge of test and evaluation processes

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- applying safety, legislative and statutory requirements relevant to test and evaluation
- interpreting organisational role relevant to test and evaluation
- applying knowledge of testing and evaluation processes to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational role relevant to test and evaluation
- safety, legislative and statutory requirements relevant to test and evaluation
- test and evaluation knowledge relevant to work being performed
- test and evaluation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS001 Identify and monitor radiation hazards

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH003B Identify and monitor radiation hazards.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 reworded • PC 2.1 and 3.1 revised • Element 1 one new PC

Application

This unit describes the skills required to effectively identify the sources of radiation, non-ionising and ionising radiations, that may be a hazard in the workplace and to monitor the hazard and implement the hazard controls that have been recommended. Licensing conditions may be required for those working in this field.

This was developed for those working as Defence workers involved in identifying and monitoring radiation hazards as part of a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify workplace radiation hazards	1.1 Identify source of radiation and/or equipment. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Apply regulatory requirements, including those contained in organisational procedures, throughout the operation. 1.4 Take immediate action to bring source of radiation under control. 1.5 Conduct consultation with stakeholders.
2. Monitor radiation abatement plans or controls	2.1 Monitor pre-existing controls and determine controls are adequate. 2.2 Record and report breaches of protocols, plans and local controls. 2.3 Inspect monitoring equipment regularly, where installed.
3. Maintain workplace radiation records/documentation	3.1 Maintain radiation safety management plans. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation. 3.3 Maintain inventory of radiation sources. 3.4 Maintain records of radiation exposure.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant legislation, organisational policies and procedures include:	<ul style="list-style-type: none"> ▶ Australian or international standards ▶ equipment manufacturers' specifications ▶ exposure standards ▶ job safety analysis ▶ legislation, regulations, and codes of practice ▶ previous testing reports ▶ risk assessments ▶ Standing Operating Procedures (SOPs)
Australian or international standards include:	<ul style="list-style-type: none"> ▶ ARPANSA RHS and RPS ▶ AS/NZ ▶ ISO ▶ ICNRP ▶ ICRP

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH003B Identify and monitor radiation hazards.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS001 Identify and monitor radiation hazards

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying radiation safety plan
- identifying radiation sources
- undertaking risk assessment and control
- observing and responding to changing circumstances and unusual situations in the workplace
- making a subjective and qualitative assessment during a walk through/survey
- identifying changes in workplace configurations
- applying knowledge of relevant WHS legislative framework
- identifying inspection tools and methods appropriate to the workplace
- applying the principles and practices of WHS inspections
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- meaning of WHS symbols, signs and labels in the workplace
- WHS requirements relevant to radiation in the workplace
- WHS requirements for the workplace, including ways in which WHS is managed and designated personnel responsible for WHS
- organisational policy and standards relevant to radiation

- relevant Australian and international standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS002 Develop noise management plans

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH004B Develop noise management plans.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse work noise and develop relevant noise management plans and procedures. This includes developing and drafting, procedures and plans/instructions for the management, amelioration and/or control of hazardous noise in the workplace.

This unit for developed for Defence workers involved in developing noise management plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to develop a workplace noise management plan	1.1 Recognise and acknowledge noise hazards and identify their sources. 1.2 Identify and access legislation and standards appropriate to noise hazard and work noise exposure levels. 1.3 Identify and access existing organisational records relevant to noise hazards. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of noise. 1.5 Measure workplace noise. 1.6 Deploy measuring equipment and record readings.
2. Analyse workplace noise	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine workplace noise and report findings to appropriate authorities/superiors.
3. Develop noise management plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and occupational noise exposure levels. 3.3 Develop noise management plans and forward to the relevant authority.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

<p>Relevant organisational policies and procedures include:</p>	<ul style="list-style-type: none"> • Australian or international standards • equipment manufacturers' specifications • exposure standards • previous testing reports • risk assessments • Standing Operating Procedures (SOPs) • state/territory/Commonwealth WHS acts, regulations, codes of practice and guidance material
<p>Work noise includes:</p>	<ul style="list-style-type: none"> • any noise in the workplace that exceeds a comfort level equivalent to that of the normal hearing capacity of human beings • any noise that is unusual or inappropriate in that work environment/role • any noise that may have an adverse impact on human beings

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH004B Develop noise management plans.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS002 Develop noise management plans

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing work environment and identifying hazards
- assessing resources needed to establish and maintain WHS in the workplace, including a range of control measures
- assessing risks and design and implementing appropriate WHS systems
- operating noise measuring/monitoring equipment
- measuring and analysing workplace noise
- developing noise management plans that adhere to Australian and organisational standards and recognising stakeholder requirements
- applying knowledge of relevant WHS legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental factors relevant to workplace noise
- noise control requirements
- noise legislation
- noise measuring and monitoring techniques and equipment
- occupational noise exposure level standards/requirements

- organisational policy and standards relevant to workplace noise levels
- provisions and principles of effective WHS management requirements for the organisation/industry.
- relevant Australian and international standards
- reliability of measures
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS003 Apply radio frequency radiation safety procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH005B Apply radio frequency radiation safety procedures.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.3 removed

Application

This unit describes the skills required to apply appropriate safety procedures or plans related to the control or mitigation of radio frequency radiation, including microwaves, radar radio transmissions. This includes researching, consulting about and applying procedures that have been specifically developed for the organisation.

This unit was developed for Defence workers involved in application of radio frequency radiation procedures and also applies to individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the application of workplace radio frequency radiation safety procedures/plans	1.1 Identify source of radio frequency radiation. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Conduct consultation with stakeholders.
2. Implement radio frequency radiation safety procedures/plans	2.1 Employ radio frequency radiation protective measures. 2.2 Display or publish relevant notices/signs. 2.3 Handle radio frequency radiation sources.
3. Maintain workplace radio frequency radiation safety documentation	3.1 Maintain workplace radio frequency radiation records. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

<p>Relevant organisational policy, procedures and guidelines include:</p>	<ul style="list-style-type: none"> • Australian or international standards • equipment manufacturers’ specifications • legislation • risk assessments • previous testing reports • Standing Operating Procedures (SOPs)
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Unit Mapping Information

This unit supersedes and is equivalent to DEFOH005B Apply radio frequency radiation safety procedures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS003 Apply radio frequency radiation safety procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on radio frequency radiation
- applying knowledge of relevant work health and safety legislative frameworks and Australian standards
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of work health and safety and Australian standards
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for workplace supervisors
- relevant Australian and international standards
- relevant organisational policy and standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS004 Develop radio frequency radiation safety plans

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH006B Develop radio frequency radiation safety plans.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse radio frequency radiation, including microwaves, radar and radio transmissions, and to develop relevant safety plans and procedures. This includes developing and drafting policy, procedures and plans/instructions for the management, amelioration and/or control of radio frequency radiation in the workplace.

This unit was developed for Defence workers involved in developing radio frequency safety plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to develop radio frequency radiation safety plans	1.1 Identify and confirm radio frequency radiation sources. 1.2 Identify and access standards and legislation appropriate to radio frequency radiation exposure levels. 1.3 Identify and access existing organisational records relevant to radio frequency radiation. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of radio frequency radiation. 1.5 Measure radio frequency radiation. 1.6 Deploy measuring equipment and record readings.
2. Analyse radio frequency radiation	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine radio frequency radiation and report findings to appropriate authorities/superiors.
3. Develop radio frequency radiation safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and radio frequency radiation exposure levels. 3.3 Develop radio frequency radiation safety plans and forward to the relevant authority.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant organisational policies and procedures include:	<ul style="list-style-type: none"> • Australian or international standards (particularly AS/NZS 1269.2:1998 Occupational Radio Frequency Management, Part 2: Radio Frequency control management) • manufacturer's instructions • state/territory/Commonwealth legislation
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Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS004 Develop radio frequency radiation safety plans

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating radio frequency radiation measuring equipment
- measuring and analysing radio frequency radiation
- developing radio frequency radiation safety plans that adhere to Australian and organisational standards and recognise stakeholders requirements
- applying knowledge of relevant WHS and radio frequency radiation legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental factors relevant to workplace radio frequency radiation
- WHS requirements for the organisation/industry and for supervisors/managers in the workplace
- radio frequency radiation control requirements
- radio frequency radiation exposure level standards/requirements
- radio frequency radiation measuring techniques and equipment
- reliability of measures

- relevant Australian and international standards
- relevant legislation
- relevant organisational policy and standards
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS005 Apply ionising radiation safety procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH007B Apply ionising radiation safety procedures.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to apply appropriate safety procedures or plans related to the control or mitigation of ionising radiation. In the context of this unit, ionising radiation may include emissions from radioactive material, apparatus containing radioactive material and x-ray apparatus. The unit includes researching, consulting and applying procedures within an organisation.

This unit applies to those involved in applying ionising radiation safety procedures as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the application of workplace ionising radiation safety procedures/plans	1.1 Identify source of ionising radiation. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Conduct consultation with stakeholders.
2. Apply ionising radiation safety procedures/plans	2.1 Apply ionising radiation protection control measures. 2.2 Ensure notices/signs are displayed. 2.3 Handle ionising radiation sources.
3. Maintain workplace ionising radiation safety documentation	3.1 Maintain workplace ionising radiation records. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH007B Apply ionising radiation safety procedures.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS005 Apply ionising radiation safety procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on ionising radiation
- applying knowledge of relevant WHS and ionising radiation safety legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of WHS and ionising radiation safety in the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for workplace supervisors
- relevant Australian or international standards
- relevant organisational policy and standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS006 Develop ionising radiation safety plans

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH008B Develop ionising radiation safety plans.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse ionising radiation and to develop relevant safety plans and procedures. In the context of this unit, ionising radiation may include emissions from radioactive elements, controlled apparatus, sealed and unsealed sources. The unit includes developing and drafting policy, procedures and plans/instructions for the management, amelioration and/or control of ionising radiation in the workplace.

This was developed for those working in Defence involved in developing ionising radiation safety plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the development of ionising radiation safety plans	1.1 Identify and confirm ionising radiation sources. 1.2 Identify and access standards and legislation appropriate to ionising radiation exposure levels. 1.3 Identify and access existing organisational records relevant to ionising radiation. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of ionising radiation. 1.5 Measure ionising radiation. 1.6 Deploy measuring equipment and record readings.
2. Analyse ionising radiation	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine ionising radiation and report findings to appropriate authorities/superiors.
3. Develop ionising radiation safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and ionising radiation exposure levels. 3.3 Develop ionising radiation safety plans. 3.4 Forward ionising radiation safety plans.
4. Record and interpret data from personal monitors	4.1 Record full exposure data from personal monitors. 4.2 Provide access to individual records to the radiation worker. 4.3 Initiate action whenever anomalous records are obtained. 4.4 Review personal monitoring records regularly and provide recommendations for changes in workplace procedures as appropriate.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH008B Develop ionising radiation safety plans.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS006 Develop ionising radiation safety plans

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- measuring and analysing ionising radiation
- developing practical ionising safety plans that adhere to Australian and organisational standards and recognise stakeholder requirements
- monitoring and recording data from personal ionising radiation monitors
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles and practices of WHS and ionising radiation inspections
- ionising radiation control requirements
- ionising radiation exposure level standards/requirements
- ionising radiation legislation
- ionising radiation measuring techniques and equipment
- WHS requirements for the organisation/industry and for supervisors/managers in the workplace
- relevant Australian and international standards
- relevant environmental factors relating to workplace ionising radiation
- relevant organisational policy and standards

- reliability of measures
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS007 Work safely with lasers

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH009B Work safely with lasers.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work safely in an environment where lasers may be employed. This includes identifying Australian Standard class lasers, understanding potential laser hazards, and preparing appropriate laser safety controls, labels and signage.

This unit applies to those working with lasers as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify laser safety issues	1.1 Identify potential laser source. 1.2 Identify type of laser and its Australian Standard class. 1.3 Identify dangers/risks associated with lasers. 1.4 Apply laser safety controls. 1.5 Identify and interpret laser warning signage.
2. Apply safe work practices	2.1 Identify lasers deployed in the workplace. 2.2 Identify and interpret laser exposure situations. 2.3 Identify and apply appropriate personal protective equipment. 2.4 Identify and adhere to other control measures.
3. Report on workplace laser incidents	3.1 Apply incident reporting procedures. 3.2 Comply with health surveillance requirements, including eye testing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH009B Work safely with lasers.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS007 Work safely with lasers

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on laser operations
- identifying laser sources
- identifying laser safety issues
- applying safe work practices
- monitoring and reporting on workplace incidents
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements relevant to laser emissions in the workplace
- organisational policy and standards relevant to laser operations emissions
- principles and practices of WHS when working with lasers

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS008 Apply laser safety procedures

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH010B Apply laser safety procedures.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply laser safety procedures and control measures. This includes the planning, preparation and application of laser safety procedures as well as the maintenance of appropriate laser safety records.

This unit applies to those involved in applying laser safety procedures as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the application of laser safety procedures	1.1 Interpret notifications of activities that involve the use of lasers. 1.2 Identify class of laser and the hazards inherent in its use. 1.3 Identify and implement organisational policy and procedures related to laser operations. 1.4 Identify laser hazard areas to those likely to encounter them. 1.5 Determine personal protective equipment requirements.
2. Apply laser safety procedures	2.1 Apply and monitor passive laser safety measures. 2.2 Monitor use of PPE. 2.3 Monitor laser application in the workplace.
3. Maintain documentation	3.1 Report laser incidents. 3.2 Maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH010B Apply laser safety procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS008 Apply laser safety procedures

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information relating to lasers
- planning and preparing for the application of laser safety procedures
- applying and monitoring relevant laser safety measures
- maintaining appropriate documentation
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of WHS
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics of lasers including the types of lasers and the fundamentals of laser operation
- environment in which lasers are used
- relevant Australian and international standards
- report writing techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS009 Develop laser safety plans

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards. • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to develop laser safety plans and procedures. This includes identifying, evaluating and overseeing the control of laser hazards; developing laser safety papers and templates; providing technical advice on laser safety; developing and drafting laser safety policy, procedures and instructions; and preparing the selection of laser safety controls, labels and signage.

This unit applies to those involved in the development of laser safety plans as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the development of laser safety plans	1.1 Identify and confirm laser sources. 1.2 Identify and access standards and legislation appropriate to lasers. 1.3 Identify and access existing organisational records relevant to laser equipment. 1.4 Identify, acquire and prepare equipment and resources required for the assessment of laser equipment.
2. Assess laser hazards	2.1 Verify laser classifications. 2.2 Evaluate maximum permissible exposures of continuous wave and repetitively pulsed lasers. 2.3 Identify laser hazards and assess laser hazard environments.
3. Develop laser safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and laser exposure levels. 3.3 Develop laser safety plans and forward to the relevant authority.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

<p>Relevant legislation, organisational policies and procedures include:</p>	<ul style="list-style-type: none"> • equipment manufacturers’ specifications • previous testing reports • risk assessments • Standing Operating Procedures (SOPs) • Australian Regulation Protection and Nuclear Safety Authority (ARPANSA) requirements • relevant Australian and international standards • state/territory/Commonwealth legislation
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Unit Mapping Information

This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS009 Develop laser safety plans

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying complex mathematical processes
- identifying relevant laser hazards
- developing procedures and plans to mitigate the hazards in the working environment
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles and practices of work health and safety inspections
- characteristics of lasers including the types of lasers and the fundamentals of laser operation
- laser environment
- organisational policy and procedures relevant to laser operations
- relevant Australian and international standards
- report writing techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS010 Identify confined space

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH012B Identify confined space.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to identify actual or potential confined spaces prior to entering a confined space for work purposes. The unit includes recognising actual and potential confined spaces in one's work environment and understanding the broad limitations they impose on work practices. It also covers identifying potential work health and safety (WHS) concerns and seeking further advice and/or applying appropriate procedures when dealing with WHS issues.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the identification of confined spaces as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise a confined space	1.1 Select and don required personal protective equipment (PPE) to identify a confined space. 1.2 Review nature of the possible work space and its characteristics. 1.3 Assess possible work space for its potential to be a confined space. 1.4 Determine precautions to be taken in the presence of a harmful atmosphere. 1.5 Identify and assess other hazards and factors associated with the possible work space to determine the level of risk associated with that space. 1.6 Refer identified hazards to appropriate personnel/authority for further investigation and analysis, where uncertainty exists about confined space potential. 1.7 Confirm safety of possible work space.
2. Carry out appropriate action after identifying a confined space	2.1 Identify and document potential WHS issues. 2.2 Undertake, document and revise risk assessment, whenever there is evidence to indicate that it is no longer valid. 2.3 Document broad limitations the confined space may impose on work practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS010 Identify confined space

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- identifying and reporting hazards
- understanding the possible nature of the environment
- identifying intervention points for expert advice to assist work and to guide problem solving
- identifying principle risks and associated mitigation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate signage, symbols, labels and warning devices
- location of applicable organisational procedures and documents
- preferred order of ways to control WHS risk – hierarchy of controls
- rights and responsibilities of workplace parties under WHS legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS011 Enter confined space

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH013B Enter confined space.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3, 1.5 and 2.7 removed

Application

This unit describes the skills required to prepare to enter confined spaces, to enter the confined space and to finalise egress at the conclusion of the task/s. An individual undertakes this as part of a team in conjunction with other individuals who also have this competency. It is expected that one or more of the team members, or a team member not working in the confined space, will hold a current, recognised, first aid certificate.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in entering confined spaces as a workplace responsibility, but it is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for confined space entry	1.1 Identify and confirm requirement for confined space entry from work requests/instructions. 1.2 Identify duration of and limitations on the tasks to be performed in the confined space. 1.3 Identify, acquire and prepare equipment and resources required for the confined space entry. 1.4 Prepare confined space for entry. 1.5 Confirm and delegate team and individual roles and responsibilities within the team. 1.6 Conduct pre-entry tests and checks in accordance with organisational and manufacturers' requirements.
2. Enter confined spaces	2.1 Identify entry/egress points. 2.2 Monitor environmental conditions. 2.3 Maintain verbal and non-verbal communication. 2.4 Operate equipment and resources in accordance with manufacturers' requirements and organisational procedures. 2.5 Adhere to entry permit conditions. 2.6 Recognise and respond to unexpected situations.
3. Finalise confined space entry	3.1 Exit confined space. 3.2 Clean and refurbish equipment. 3.3 Complete documentation and reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH013B Enter confined space.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS011 Enter confined space

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- assessing risks and applying effective risk control measures
- communicating effectively
- identifying and reporting hazards
- identifying stored energy sources
- operating equipment pertinent to the confined space entry and task to be performed
- reporting abnormalities
- identifying intervention points for expert advice to assist work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable organisational procedures and documents
- appropriate signage and protective barriers
- risk assessment procedures
- safety equipment operations
- work methods analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS012 Test confined space environment

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH014B Test confined space environment.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 removed • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to test the environment of confined spaces to ensure safe entry and egress. This includes the preparation for and conduct of the test procedures and all post test procedures.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the testing of confined space environments as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for environmental testing	<p>1.1 Identify confined space potential contaminants.</p> <p>1.2 Identify organisational restrictions or requirements pertinent to the confined space.</p> <p>1.3 Identify, acquire and prepare equipment and resources required for testing.</p>
2. Test confined space for contaminants/threats	<p>2.1 Obtain testing sample and conduct tests in accordance with testing protocols.</p> <p>2.2 Record and analyse test results in accordance with testing protocols.</p>
3. Finalise test/s	<p>3.1 Complete documentation and reports.</p> <p>3.2 Clean and refurbish testing equipment.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH014B Test confined space environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS012 Test confined space environment

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on testing
- identifying and reporting on contaminants/hazards
- operating test equipment
- reporting abnormalities
- maintaining records/documentation
- identifying intervention points for expert advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis procedures
- engineering controls
- operating procedures of relevant test equipment
- principles of atmospheric monitoring
- sampling procedures
- testing protocols

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS013 Control entry to confined spaces

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH015B Control entry to confined spaces.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to control entry and egress to confined spaces. While exercising the control of entry to confined space may not require the competency to enter confined space, it requires awareness of the legislative requirements and organisational procedures related to confined space entry.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the control of entry to confined spaces as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for control of confined space entry	<p>1.1 Identify and confirm requirement for confined space entry from work requests/instructions.</p> <p>1.2 Identify confined space entry permit and any requirements or limitations.</p> <p>1.3 Confirm team and individual roles and responsibilities through question and answer.</p>
2. Control access and egress to confined space	<p>2.1 Monitor and record entry and egress of the confined space in accordance with work permit conditions.</p> <p>2.2 Maintain verbal and non-verbal communication and consultation with the confined space entry team in accordance with work permit conditions.</p> <p>2.3 Complete documentation and reports.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH015B Control entry to confined spaces.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS013 Control entry to confined spaces

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- analysing relevant workplace data to identify hazards, assess risks and evaluate effectiveness of WHS control measures
- analysing working environment to identify hazards, assess risks and design and implement appropriate WHS control measures
- assessing the resources needed to establish and maintain systematic approaches to managing WHS including a range of control measures
- operating equipment pertinent to the control of confined space entry
- identifying intervention points for expert advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate emergency response procedures
- appropriate signage, symbols, labels and barriers
- entry permit procedures
- incident and accident investigation including WHS record keeping
- risk management principles and application of appropriate measures including hierarchy of control

- role of technical information and experts in designing control measures, and monitoring systems
- training and competency requirements for confined space entry

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS014 Monitor and report on hazardous substances safety

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH016B Monitor and report on hazardous substances safety.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice• PC 1.3 removed• PC 3.1 and 3.2 merged• Elements 2 and 3 merged

Application

This unit describes the skills required to effectively identify hazardous substances that may be present in the workplace and to monitor the hazard and hazard controls that have been recommended/implemented. The unit includes reporting the results of this identification and monitoring to commanders/managers.

In the context of this unit, a hazardous substance includes any substances with the potential, when used at work, to impact on the health or safety of persons and/or the environment (surface/ground water, flora, fauna, atmosphere, soil etc.) at or near the workplace.

This unit was developed for Defence personnel involved in the monitoring and reporting of hazardous substances as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the identification of a hazardous substance in the workplace	1.1 Identify hazardous substances and sources. 1.2 Identify and access existing organisational records relevant to the hazardous substance. 1.3 Conduct consultation with stakeholders.
2. Monitor hazardous substance controls and maintain records	2.1 Conduct workplace walk throughs and observations. 2.2 Record and report breaches of protocols, plans and local controls. 2.3 Inspect monitoring equipment regularly. 2.4 Review workplace hazardous substance and equipment maintenance records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH016B Monitor and report on hazardous substances safety.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS014 Monitor and report on hazardous substances safety

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- testing and operating monitoring equipment
- identifying intervention points for expert advice to assist in work and to provide a guide to problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- hazardous substances likely to be found in the workplace
- WHS requirements relevant to hazardous substances in the workplace

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS015 Conduct a work health and safety audit

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH017 Conduct a work health and safety audit.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3, 2.4, 3.1, 3.3 and 4.1 removed • PC 3.2 and 3.4 merged • Elements 3 and 4 merged

Application

This unit describes the skills required to conduct an audit of work health and safety (WHS) requirements in Defence. It includes researching applicable legislation and codes of practice, selecting audit tools, conducting the audit, and following up on the audit to monitor the implementation of recommendations.

This unit was developed for Defence personnel who are involved in the audit of work health and safety requirements as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for a work health and safety audit	1.1 Identify and record areas to be audited. 1.2 Identify and prepare appropriate audit tools. 1.3 Select appropriate auditing methods and techniques. 1.4 Brief all personnel involved in the audit.
2. Conduct a work health and safety audit	2.1 Inspect relevant audit and WHS records. 2.2 Assess application of WHS legislation, codes of practice and standards. 2.3 Assess WHS practices, control strategies and management systems. 2.4 Conduct audit within time and budget constraints.
3. Finalise audit and monitor implementation	3.1 Prepare audit report and update audit records. 3.2 Amend WHS system documentation. 3.3 Monitor implementation of recommendations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH017 Conduct a work health and safety audit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS015 Conduct a work health and safety audit

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying hazards and assessing and controlling risks
- evaluating work health and safety system
- solving problems
- working effectively with teams/groups
- encouraging other team members
- using a variety of verbal and non-verbal communication techniques
- reading and interpreting WHS legislation, codes of practice and standards
- applying the principles and practices of auditing
- identifying intervention points for expert audit advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS codes of practice and standards
- WHS management systems
- hierarchy of risk control
- incident investigation and process improvement
- written communication to a level required to complete workplace documentation and WHS audit reports

- interpersonal communication
- techniques for giving and receiving feedback
- negotiation techniques
- research techniques
- analysis techniques
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS016 Conduct work health and safety inspections

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFOH018 Conduct work health and safety inspections.</p> <ul style="list-style-type: none">• Unit code updated• Content and formatting updated to comply with the new standards• All PC transitioned from passive to active voice

Application

This unit covers the competency required to conduct specific work health and safety (WHS) workplace inspections in Defence. It includes researching the background of the workplace, consulting with stakeholders prior to the inspection and following up on the inspection to ensure that recommendations are implemented.

This unit was developed for Defence personnel who are involved in WHS workplace inspections as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for work health and safety inspection	1.1 Identify and research previous inspection reports. 1.2 Analyse incident reporting statistics. 1.3 Identify and prepare inspection tools. 1.4 Inform personnel and finalise visit arrangements.
2. Negotiate with stakeholders	2.1 Identify and brief relevant stakeholders on inspection requirements. 2.2 Consult key stakeholders to determine options for programming inspections. 2.3 Develop and maintain appropriate records of stakeholder requirements. 2.4 Provide stakeholders with current and relevant WHS information.
3. Conduct work health and safety inspections	3.1 Negotiate outcomes with relevant stakeholders. 3.2 Access and utilise external agencies, where required. 3.3 Employ inspection tools appropriate to the area. 3.4 Confirm and record inspection information.
4. Finalise work health and safety inspections	4.1 Determine inspection findings and outcomes. 4.2 Explain identified options and recommendations to stakeholders. 4.3 Prepare and present inspection report.
5. Monitor implementation of inspection findings and recommendations	5.1 Obtain feedback from workplace on implementation of recommendations. 5.2 Monitor and assess implementation of recommendations. 5.3 Document changes to operating procedures.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH018 Conduct work health and safety inspections.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS016 Conduct work health and safety inspections

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none">• Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting WHS legislation, codes of practice and standards, and management systems
- selecting and using appropriate inspection tools and methods
- identifying hazards and assessing risks
- analysing workplace environment
- evaluating WHS environment
- solving problems
- using a variety of verbal and non-verbal communication techniques including
- reading to a level required to interpret and analyse job instructions, workplace forms and inspection reports
- writing at the level required to complete workplace forms and reports
- applying principles and practices of WHS inspections
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant work health and safety legislation
- work health and safety codes of practice and standards
- work health and safety management systems
- hierarchy of risk control

- incident investigation and process improvement
- inspection techniques
- interpersonal communication
- techniques for giving and receiving feedback
- negotiation techniques
- research techniques
- analysis techniques
- team dynamics
- techniques for supporting others
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFWHS017 Apply knowledge of WHS legislation

Modification History

Release	Comments
1	<p>This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to DEFCP008 Apply knowledge of WHS legislation.</p> <ul style="list-style-type: none"> • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse and apply knowledge of Work Health and Safety (WHS) legislation. The application of WHS legislation knowledge is specific to a variety of component processes in safety case activities.

This unit applies to those working in Defence who are not specialists in the field but need the knowledge to inform their decision making and underpins advice to stakeholders. This unit was developed for Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and interpret relevant WHS legislation information	1.1 Identify and obtain relevant WHS legislation requirements. 1.2 Analyse WHS legislation information obtained to determine the relevance and application to the organisation. 1.3 Formulate outcomes of the analysis and determine recommendations relevant to WHS legislation requirements.
2. Use knowledge of WHS legislation	2.1 Apply WHS legislation requirements and recommendations relevant to safety cases. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPC008 Apply knowledge of WHS legislation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Assessment Requirements for DEFWHS017 Apply knowledge of WHS legislation

Modification History

Release	Comments
1	<p>These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"> Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational requirements relevant to WHS
- applying statutory requirements relevant to the WHS legislation
- identifying, interpreting and analysing WHS legislation requirements relevant to work being performed
- using appropriate information technology and software
- adhering to relevant compliance requirements
- applying knowledge of WHS legislation to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- configuration management
- WHS legislation relevant to the work performed
- organisational requirements relevant to WHS
- statutory requirements relevant to safety case and safety systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Respond to an emergency situation

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Recognise an emergency situation

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| <p>1.2 Identify, assess and minimise immediate hazards to health and safety of self and others</p> <p>1.3 Assess the casualty and recognise the need for first aid response</p> <p>1.4 Assess the situation and seek assistance from emergency response services</p> | <p>2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines</p> <p>2.2 Provide first aid in accordance with established first aid principles</p> <p>2.3 Display respectful behaviour towards casualty</p> <p>2.4 Obtain consent from casualty where possible</p> <p>2.5 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.6 Operate first aid equipment according to manufacturer's instructions</p> <p>2.7 Monitor the casualty's condition and respond in accordance with first aid principles</p> |
| <p>2. Apply appropriate first aid procedures</p> | <p>3.1 Accurately convey incident details to emergency response services</p> <p>3.2 Report details of incident to workplace supervisor as appropriate</p> <p>3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies</p> |
| <p>3. Communicate details of the incident</p> | |

Foundation Skills

The Foundation Skills described those required skills (such as language, literacy,

numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)

- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - respiratory distress, including asthma
 - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - Infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing basic emergency life support, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
- principles and procedures for first aid management of the following scenarios:
 - allergic reaction
 - anaphylaxis
 - bleeding control

- cardiac conditions, including chest pain
- choking and airway obstruction
- respiratory distress, including asthma
- shock
- stroke
- basic anatomy and physiology relating to:
 - considerations in provision of first aid for specified conditions
 - chest
 - how to recognise a person is not breathing normally
 - response/consciousness
 - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

HLTAID003 Provide first aid

Modification History

Release	Comments
Release 4.0	Updated mapping information. Equivalent outcome.
Release 3.0	Updated mapping information.
Release 2.0	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit</p>

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Respond in an emergency situation

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Recognise an emergency situation

1.2 Identify, assess and manage immediate hazards to health and safety of self and others

1.3 Assess the casualty and recognise the need for first

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

aid response

1.4 Assess the situation and seek assistance from emergency response services where required

2. Apply appropriate first aid procedures

2.1 Perform cardiopulmonary resuscitation (CPR)

2.2 Provide first aid in accordance with established first aid principles

2.3 Display respectful behaviour towards casualty

2.4 Obtain consent from casualty where possible

2.5 Use available resources and equipment to make the casualty as comfortable as possible

2.6 Operate first aid equipment according to manufacturer's instructions

2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

3.1 Accurately convey incident details to emergency response services

3.2 Report details of incident to workplace supervisor as appropriate

3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
 - checking for response and normal breathing
 - recognising abnormal breathing
 - opening and clearing the airway
 - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
 - acting in the event of regurgitation or vomiting
 - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey

- applied first aid procedures for the following:
 - allergic reactions
 - anaphylaxis
 - asthma
 - basic wound care
 - severe bleeding
 - burns
 - cardiac arrest
 - choking and airway obstruction
 - convulsions
 - envenomation (using pressure immobilisation)
 - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
 - poisoning
 - respiratory distress
 - shock
- provided an accurate verbal report of the incident
- responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position

- appropriate duration and cessation of CPR
- appropriate use of an AED
- standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reactions
 - anaphylaxis
 - bleeding control
 - burns
 - cardiac conditions
 - choking and airway obstruction
 - cold and crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
 - epilepsy
 - eye and ear injuries
 - fractures
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances
 - respiratory distress, including asthma and other respiratory conditions
 - seizures
 - severe allergic and anaphylactic reactions
 - shock
 - soft tissue injuries
 - unconsciousness, abnormal breathing or not breathing
- basic anatomy and physiology relating to:
 - absence of normal breathing
 - anatomy of the external chest
 - physiology relating to response/consciousness
 - upper airway anatomy and effect of positional change
 - anatomy and physiology considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- first aid equipment including
 - roller bandages
 - triangular bandages cloth
 - trauma dressings
 - placebo bronchodilator and spacer device
 - adrenalin auto-injector training device
 - an AED training device
 - emergency rescue blanket
 - workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider.
-

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

ICAICT206A Install software applications

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select, install or upgrade basic commercial software applications.

Application of the Unit

This unit applies to workers who require the information and communications technology (ICT) skills to select, install and upgrade basic commercial software applications within a small to large office environment. Communicating effectively and supporting software application packages are key components of any ICT business or office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised</i>

Element	Performance Criteria
<i>unit of competency.</i>	<i>text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Determine software or software upgrade requirements	<p>1.1 Document <i>client</i> requirements and report to <i>appropriate person</i></p> <p>1.2 Act on instructions to meet client requirements, according to <i>organisational requirements</i></p>
2. Obtain software or software upgrade	<p>2.1 Investigate and select a <i>software application program</i> that best conforms to requirements and organisational policies</p> <p>2.2 Obtain application program under instruction from appropriate <i>person</i></p> <p>2.3 Determine <i>licensing requirements</i> and record, according to organisational guidelines</p> <p>2.4 Ensure target <i>computer</i> conforms to the minimum hardware and <i>operating system</i> requirements of the <i>application program</i></p>
3. Install or upgrade software	<p>3.1 Install new or upgraded <i>software application program</i> according to <i>appropriate person</i> or organisational instructions</p> <p>3.2 Complete the installation process efficiently and effectively to minimise disruption</p> <p>3.3 Carry out testing and acceptance, according to corporate guidelines, paying particular attention to possible <i>effect</i> on other systems</p> <p>3.4 Ensure client requirements are satisfied</p> <p>3.5 Refer outstanding <i>client</i> issues to <i>appropriate person</i> as necessary</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - communicate with peers and supervisors
 - support software application deployment
- literacy skills to:
 - interpret user manuals and help functions
 - make decisions about licensing requirements
 - read and write basic workplace documents
 - seek assistance and expert advice
- technical skills to:
 - carry out testing
 - upload and install software
 - use computer hardware.

Required knowledge

- broad general knowledge of:
 - client business domain
 - hardware storage devices
 - input and output devices
 - licensing arrangements and responsibilities
 - operating systems supported by the organisation
 - organisational guidelines for purchasing
 - software application packages
 - software copyright responsibilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • install software applications through operating system instructions • configure computer to accept new software or upgrade

	<ul style="list-style-type: none"> carry out testing and acceptance according to corporate guidelines.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> PC where software installation may be performed use of application software currently used in industry documents detailing organisational testing and acceptance policy and procedures appropriate learning and assessment support when required. <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> verbal or written questioning to assess candidate's underpinning knowledge of software upgrade requirements, current industry standard application software and acceptance testing procedures direct observation of candidate upgrading or installing new software.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Client</i> may include:	<ul style="list-style-type: none"> • employees • external organisations • individuals • internal departments.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • supervisor.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • budget • corporate purchasing • guidelines • licensing arrangements.
<i>Software application program</i> may include:	<ul style="list-style-type: none"> • database programs • email programs • internet browsers • spreadsheets • system browsers • word processing.
<i>Licensing requirements</i> may include:	<ul style="list-style-type: none"> • cost of licence • number of licences required • support provided • type of licence.
<i>Computer</i> may include:	<ul style="list-style-type: none"> • laptops • servers • workstations.
<i>Operating system</i> may include:	<ul style="list-style-type: none"> • Mac OS X • Linux • Windows.
<i>Effect</i> may relate to:	<ul style="list-style-type: none"> • data entry • effect on normal business • installation time • problems.

Unit Sector(s)

General ICT

ICAICT302A Install and optimise operating system software

Modification History

Version	Comments
ICAICT302A	This version first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit defines the performance outcomes, skills and knowledge required to install operating system (OS) software and to make adjustments as a means of optimising the system to accommodate business and client needs.

Application of the Unit

This unit applies to individuals in a technical support role who are required to identify the most suitable OS to meet organisational requirements. The unit develops the ability to install, configure and optimise the OS to identified vendor specifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised</i>

Element	Performance Criteria
<i>unit of competency.</i>	<i>text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Determine function of operating system	<p>1.1 Identify and demonstrate understanding of the purposes of <i>operating system</i></p> <p>1.2 Distinguish between batch system, real-time system, multi-tasking system</p> <p>1.3 Compare and contrast different operating systems and their features</p> <p>1.4 Identify and demonstrate knowledge of the basic functions of operating system, including file system, memory management, process scheduling</p> <p>1.5 Identify and demonstrate management of virtual memory</p>
2. Obtain operating system	<p>2.1 Contact operating system vendors to obtain technical specifications and system requirements</p> <p>2.2 Identify the process and steps required to install and configure the operating system using <i>installation components</i></p> <p>2.3 Document adjustment recommendations and provide to <i>appropriate person</i></p> <p>2.4 Determine and apply knowledge of licensing, hardware and security requirements</p>
3. Install, configure and optimise operating system	<p>3.1 Install, configure and test operating system using installation components and <i>boot-utility options</i></p> <p>3.2 Use the relevant <i>operating system user interface</i> to correctly configure the installation</p> <p>3.3 Optimise the system to meet <i>organisational requirements</i></p> <p>3.4 Document the system according to organisational requirements</p> <p>3.5 Install the operating system with minimal disruption to <i>client</i> or users</p>
4. Provide instruction to meet new software	<p>4.1 Provide one-to-one instruction about changes to the client or users as required</p>

requirements	4.2 Obtain client evaluation about new system to ensure requirements are met, using appropriate <i>feedback mechanism</i>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - liaise with people working across different levels and in different contexts, such as operating system vendors and clients
- literacy skills to:
 - interpret technical computer installation manuals
 - obtain written and verbal feedback from clients
 - present information, such as the use of diagnostic tools
 - provide verbal instructions to client
- technical skills to:
 - install and configure operating system software
 - write instructions for clients.

Required knowledge

- current industry-accepted hardware and software products
- functions and features of operating systems used by the organisation
- installation and configuration of systems software
- architecture of current technical systems
- deployment of current organisational systems
- organisational requirements for operating system software
- prerequisites for system software installation
- set-up and configuration procedures
- software packages supported by the organisation
- system's current functionality
- system's diagnostic software
- vendor specifications and requirements for installation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • install, configure and test an operating system to improve system performance with minimum disruption to clients.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • personal computer where installation may be performed • OS software and technical documentation • organisational documentation • appropriate learning and assessment support when required • modified equipment for people with special needs.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of candidate: <ul style="list-style-type: none"> • questioning team members, supervisors and clients • installing and testing an operating system • review of candidate's practical assignments and reports.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Operating system</i> may include:</p>	<ul style="list-style-type: none"> • Linux: <ul style="list-style-type: none"> • Debian • Fedora • Google Chrome OS • Kubuntu • Linux Mint • Red Hat • Ubuntu • Mac OS X • Microsoft Windows: <ul style="list-style-type: none"> • Windows 2000 • Windows XP (32 bit versus 64 bit) • Windows Vista (32 bit versus 64 bit) • Windows 7 (32 bit versus 64 bit) • mobile operating systems: <ul style="list-style-type: none"> • Android • Blackberry • iPhone • Palm • Symbian • Windows Phone 7 series.
<p><i>Installation components</i> may include:</p>	<ul style="list-style-type: none"> • configure power management: <ul style="list-style-type: none"> • hibernate • sleep timers • standby • suspend • wake on local area network (LAN) • demonstrate safe removal of peripherals • device manager: <ul style="list-style-type: none"> • driver signing • install and update devices drivers

	<ul style="list-style-type: none"> • verify • directory structures: <ul style="list-style-type: none"> • create folders • navigate directory structures • disk preparation order: <ul style="list-style-type: none"> • format drive • partition • start installation • files: <ul style="list-style-type: none"> • attributes • creation • extensions • permissions • file systems, such as FAT32 versus new technology file system (NTFS) • installation methods: <ul style="list-style-type: none"> • boot media, such as DVD, CD, floppy or universal serial bus (USB) • factory recovery partition • install from image • network installation • recover CD • operating system installation options: <ul style="list-style-type: none"> • file system type • network configuration • repair install • user data migration - user state migration tool (USMT) • verification of hardware compatibility and minimum requirements • virtual memory.
Appropriate person may include:	<ul style="list-style-type: none"> • authorised business representative • client • supervisor.
Boot-utility options may include:	<ul style="list-style-type: none"> • automated system recovery (ASR) • boot options • boot to restore point • disk boot order or device priority • emergency repair disk (ERD) • recovery console • recovery options • safe mode

	<ul style="list-style-type: none"> types of boot devices (disk, network, USB).
<i>Operating system user interface</i> may include:	<ul style="list-style-type: none"> Windows-adopting interface to undertake similar tasks with chosen operating system: <ul style="list-style-type: none"> administrative tools, such as performance monitor, event viewer, services and computer management command prompt utilities, such as ipconfig, Ping and Telnet control panel location of basic network settings between OS versions MMC my computer my network places or home group run line utilities: <ul style="list-style-type: none"> cmd direct diagnostics (DXdiag) msconfig MSINFO32 REGEDIT start menu task bar or systray task manager Windows Explorer - Libraries in Windows 7.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> availability of system to be optimised client support documentation in-house or vendor contracting arrangements relating to IT purchasing IT policy and procedures relating to service levels and installation level of complexity of technical manuals.
<i>Client</i> may include:	<ul style="list-style-type: none"> department within the organisation person with special needs person within a department third party.
<i>Feedback mechanism</i> may include:	<ul style="list-style-type: none"> interview meeting questionnaire survey.

Unit Sector(s)

General ICT

ICAICT303A Connect internal hardware components

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to modify and connect system hardware components according to client and user requirements.

Application of the Unit

This unit applies to support technicians who modify and connect system components. Ensuring the integrity of the system after the operation is critical in the context of minimising client disruption and need for continuing desktop operation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills</i>

Element	Performance Criteria
	<i>and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Identify, categorise and distinguish between the different types of internal hardware components	1.1 Identify and categorise the different <i>internal hardware components</i> 1.2 Explain the purpose and characteristics of the different internal hardware component categories 1.3 Distinguish between the different types of devices within each internal hardware component category
2. Determine components required	2.1 Identify and clarify user internal hardware component requirements according to <i>organisational guidelines</i> 2.2 Organise and record user component requirements, pass on to <i>appropriate person</i> for evaluation and vendor selection
3. Obtain components	3.1 Contact vendors to obtain technical specifications for the proposed components 3.2 Assess the options and provide recommendations to the appropriate person for final analysis 3.3 Obtain components to prepare for installation
4. Install components	4.1 Develop plans, with prioritised tasks and contingency arrangements, for the installation of selected components with minimum disruption to <i>clients</i> 4.2 Liaise with appropriate person to obtain approval for the plans 4.3 Install and configure components according to plan, installation procedures and <i>organisational requirements</i> 4.4 Test components for error-free performance, using available technology 4.5 Identify and resolve identified problems 4.6 Test and enhance system performance, using knowledge of the system, to meet organisational benchmarks 4.7 Document the installation and configuration process according to organisation guidelines
5. Evaluate modified	5.1 Collect client or user feedback and analyse against client

system	requirements 5.2 Correct identified shortcomings in the system and record actions
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with peers and supervisors, and internal and external clients
 - interpret technical computer installation manuals
 - interpret user manuals and help functions
- literacy skills to:
 - organise resources for one-to-one instruction
 - plan, prioritise and organise work
 - write technical reports and maintain records
- planning and organisational skills to address technical issues
- problem-solving skills to anticipate and respond to a range of driver-related errors that may arise
- technical skills to:
 - comprehend how the operating system will communicate with the installed component
 - install components
 - test components using available technology
 - test system performance.

Required knowledge

- areas of the operating system relevant to configuration and testing
- current industry-accepted hardware and software products
- environmental considerations in e-waste disposal
- organisational guidelines and organisational requirements with regard to safety, recycling and component installation
- system's diagnostic software and current functionality
- vendor specifications and requirements for component installation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • identify and categorise the different types of internal hardware components • modify system's hardware to meet client requirements • plan the modification and connect internal hardware components according to vendor and technical specifications • install components across a variety of situations and account for unexpected contingencies.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • personal computer and internal hardware components for installation • current industry standard performance testing software • documents detailing organisational guidelines and requirements • technical manuals and tools • appropriate learning and assessment support when required • modified equipment for people with special needs. <p>Note: The careful planning and promotion of hardware upgrades and changes are critical to the effective support of business functions. Hardware modifications need to be risk managed similar to other business processes. The effective management and execution of the component maintenance and replacement process may significantly determine the amount of downtime a company encounters.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • verbal or written questioning to assess candidate's knowledge of system diagnostic software and system functionality • direct observation of candidate connecting internal hardware components • evaluation of client requirements and candidate's final recommendations

	<ul style="list-style-type: none"> review of candidate's written notes. <p>Note: Evidence for assessment from industry or vendor-certified training may be presented for the whole or part of this unit depending on the range of variables and performance criteria.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internal hardware components may include:	<ul style="list-style-type: none"> adapter card components: <ul style="list-style-type: none"> communications: <ul style="list-style-type: none"> modem network interface card (NIC) I/O: <ul style="list-style-type: none"> parallel small computer system interface (SCSI) serial universal serial bus (USB) multimedia: <ul style="list-style-type: none"> capture cards sound card TV tuner cards video:
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	<ul style="list-style-type: none">• AGP• peripheral component interconnect (PCI)• PCIe• cooling system components:<ul style="list-style-type: none">• CPU and case fans• heat sinks• liquid cooling systems• thermal compound• CPU components and features:<ul style="list-style-type: none">• 32 bit versus 64 bit• hyper threading• identify CPU types:<ul style="list-style-type: none">• AMD• Intel• multi-core:<ul style="list-style-type: none">• dual core• quad core• triple core• onchip cache:<ul style="list-style-type: none">• L1• L2• speed (real versus actual)• display device components:<ul style="list-style-type: none">• connector types:<ul style="list-style-type: none">• component or RGB• DVI pin compatibility• HDMi• S-Video• VGA• LCD technologies:<ul style="list-style-type: none">• contrast ratio• native resolution• resolution (e.g. XGA, SXGA+, UXGA, WUXGA)• projectors, CRT and LCD• settings:<ul style="list-style-type: none">• degauss• multi-monitor• refresh rate• resolution
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	<ul style="list-style-type: none">• memory components and features:<ul style="list-style-type: none">• ECC versus non-ECC• parity versus non-parity• single channel versus dual channel• single sided versus double-sided• speed:<ul style="list-style-type: none">• PC100• PC133• PC2700• PC3200• DDR3-1600• DDR2-667• types:<ul style="list-style-type: none">• DRAM• SRAM• SDRAM• DDR or DDR2 or DDR3• RAMBUS• motherboard components:<ul style="list-style-type: none">• basic input/output system (BIOS), complementary metal oxide semiconductor (CMOS) or Firmware:<ul style="list-style-type: none">• CMOS battery• POST• bus architecture• bus slots:<ul style="list-style-type: none">• AGP• AMR• CNR• PCI• PCIe• Personal Computer Memory Card International Association (PCMCIA)• chipsets• contrast RAID (levels 0, 1, 5)• form factor:<ul style="list-style-type: none">• ATX or BTX• micro ATX• NLX• I/O interfaces:<ul style="list-style-type: none">• IEEE 1394 or Firewire
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	<ul style="list-style-type: none"> • modem • NIC • parallel • PS/2 • serial • sound • USB 1.1 and 2.0 • video • memory slots: <ul style="list-style-type: none"> • DIMM • RIMM • SIMM • SODIMM • parallel advanced technology attachment (PATA): <ul style="list-style-type: none"> • EIDE • IDE • processor sockets • riser card or daughterboard • serial advanced technology attachment (SATA) • eSATA • power supply components: <ul style="list-style-type: none"> • AC adapter • ATX proprietary • pins (20, 24) • voltage selector switch • voltage, wattage and capacity • storage devices and backup media components: <ul style="list-style-type: none"> • floppy disk drive (FDD) • hard disk drive (HDD): solid state versus magnetic • optical drives, such as CD, DVD, RW or blu-ray • removable storage: <ul style="list-style-type: none"> • external CD-RW and hard drive • hot swappable devices and non-hot swappable devices • solid state (e.g. thumb drive, flash, SD cards, USB) • tape drive.
<p>Organisational guidelines may include:</p>	<ul style="list-style-type: none"> • communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites

	<ul style="list-style-type: none"> • financial control mechanisms • opening mail with attachments • personal use of emails and internet access • virus risk.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • supervisor.
<i>Clients</i> may include:	<ul style="list-style-type: none"> • department within the organisation • person within a department • third party.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • how and what the organisation wants in regard to work environment • preventative maintenance and diagnostic policy • problem solution processes • roles and technical responsibilities in the IT department • vendor and product service level support agreements.

Unit Sector(s)

General ICT

ICAICT304A Implement system software changes

Modification History

Version	Comments
ICAICT304A	This version first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement system software changes and to hand over the modified system to the client's operational area.

Application of the Unit

This unit applies to those working in support roles who are required to update operating systems on client computers with the latest technology fixes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of</i>

Element	Performance Criteria
	<i>performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Determine system changes required	1.1 Determine and record required changes to <i>system</i> 1.2 Ensure that documentary evidence exists to support changes and evaluate changes required 1.3 Complete <i>documentation</i> required according to maintenance methodologies 1.4 Clarify and confirm the nature of the changes with the <i>client</i> 1.5 Obtain technical data from reliable sources and request other resources that may be required to complete the changes
2. Carry out system changes	2.1 Plan the procedure to effect intended changes 2.2 Consult with colleagues and <i>users</i> involved in the proposed changes and agree a mutually acceptable timeline and method of implementation 2.3 Copy initialisation or configuration files prior to implementation 2.4 Create a roll-back path in the event of failure 2.5 Ensure that changes required in <i>software</i> are made according to project or <i>organisational guidelines</i> 2.6 Test and verify that the changes have been made according to implementation guides and <i>organisational standards</i>
3. Present changes to client	3.1 Demonstrate changes to the client and explain the impact of these changes 3.2 Work towards making these changes acceptable to the client if changes are rejected, or making further modifications if required 3.3 Update documentation and repositories according to standards and update modifications made to the change-management system
4. Perform handover to client	4.1 Update documentation and client procedures to reflect changes made 4.2 Secure sign-off of acceptance documents by client 4.3 Facilitate handover of modified system to client's operational area

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with colleagues and users
 - evaluate client user requirements
- literacy skills to:
 - interpret organisational guidelines and standards
 - interpret policy and procedures
 - interpret technical manuals
 - write documentation and client procedures
- planning and organisational skills to:
 - effect intended changes
 - prioritise and organise own work
 - technical skills to install and configure system software.

Required knowledge

- business scheduling requirements
- change control procedures
- client business domain
- current industry-accepted hardware and software products
- emerging standards for data and voice communications
- system's current functionality
- features of system under modification
- organisational policy and procedures with regard to system changes
- vendor software services with regard to system changes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • evaluate, document and implement changes to the system with minimum disruption to the system and client users.
Context of and specific resources for assessment	Assessment must ensure access to: <ul style="list-style-type: none"> • computer • system software currently used in industry • technical manuals and tools • appropriate learning and assessment support when required • modified equipment for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> • verbal or written questioning to assess candidate's knowledge of the system's functionality • direct observation of candidate implementing software change • evaluation of candidate's change process and updated modifications • review reports prepared by candidate, including log books and test results.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>System</i> may include:	<ul style="list-style-type: none"> • application • business • computers • financial system • information system • management system • mobile equipment • network • software.
<i>Documentation</i> for version control may follow:	<ul style="list-style-type: none"> • audit trails • client training • International Organization for Standardization (ISO), International Electrotechnical Commission (IEC) and Australian Standards (AS) standards • maintaining equipment inventory • naming standards • project-management templates and report writing • satisfaction reports • version control.
<i>Client</i> may include:	<ul style="list-style-type: none"> • customer • external organisation • individual • internal department • internal employee.
<i>Users</i> may include:	<ul style="list-style-type: none"> • department within the organisation • person within a department • third party.
<i>Implementation</i> may include:	<ul style="list-style-type: none"> • formulating methods for standby operations or contingency plans • implementing the entire system.
<i>Software</i> may include:	<ul style="list-style-type: none"> • commercial software applications • in-house or customised software • organisation-specific software

	<ul style="list-style-type: none"> packaged software.
<i>Organisational guidelines</i> may include:	<ul style="list-style-type: none"> communication methods content of emails dispute resolution document procedures and templates downloading information and accessing particular websites financial control mechanisms making voice or video calls opening mail with attachments personal use of emails and internet access virus risk.
<i>Organisational standards</i> may include:	<ul style="list-style-type: none"> communication with stakeholders dispute resolution and modification procedures formal procedures that must be adhered to, such as check points and sign-offs with documented procedures and templates implementation of financial control mechanisms processes for determining size and cost.

Unit Sector(s)

General ICT

ICANWK305A Install and manage network protocols

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to install and manage network protocols in a networking environment.

Application of the Unit

This unit applies to network administrators who are required to ensure that appropriate protocols have been installed in networks to allow user functionality. The role will also involve the maintenance of installed protocols.

This unit requires the application of transmission control protocol or internet protocol (TCP/IP) and OSI models. Protocols transcend organisational size and network complexity.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Install and manage network protocols	1.1 Select, test and validate appropriate <i>network protocol services</i> 1.2 Design a <i>network</i> addressing system, with subnet and host IDs, including appropriate <i>devices</i> 1.3 Configure hosts and workstations to use IP addresses either manually or through automatic allocation of addresses, such as found with dynamic host configuration protocol (DHCP)
2. Identify network protocol applications	2.1 Review a range of well-known network protocol <i>applications</i> 2.2 Evaluate client user requirement and recommend network-protocol services 2.3 Apply IP addressing scheme according to approved policy and procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to evaluate client user requirements and map to appropriate protocols
- learning skills to ensure currency with protocols development
- literacy skills to interpret technical manuals
- organisational skills to plan, prioritise and organise work
- problem-solving skills to develop and refine configuration protocols

- technical skills to:
 - configure workstations
 - develop strategic initiatives when designing a network addressing system
 - test components using available technology
 - write detailed technical notes.

Required knowledge

- client business domain, including client organisation structure and business functionality
- current communications technologies and their associated protocols
- current industry-accepted hardware and software products and general features and capabilities
- network protocols currently in use in organisation and industry
- vendor product range and development directions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • configure, test and validate network protocols in order to facilitate interconnectivity • install and manage network protocols in a network, and troubleshoot when problems arise.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a live network • application software and operating system • appropriate learning and assessment support when required • modified equipment for people with special needs • networked computers • organisational guidelines • technical documentation and installation manuals • vendor software.
Method of assessment	A range of assessment methods should be used to assess practical

	<p>skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • verbal or written questioning to assess candidate's knowledge of communications technologies and network protocols • direct observation of candidate configuring network or application protocols • review of candidate's analysis of client user requirements and final recommendations • evaluation of performance test results conducted by candidate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Network protocol services</i> may include:	<ul style="list-style-type: none"> • address resolution protocol (ARP) • DHCP • electronic mail protocols • file transfer protocol (FTP) • H.323 protocol • hypertext transfer protocol (HTTP) • internet protocol (IP) • internet protocol version 4 (IPv4) • internet protocol version 6 (IPv6) • simple network management protocol (SNMP)
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	<ul style="list-style-type: none">• simple object access protocol (SOAP)• TCP/IP• wireless application protocol (WAP).
<i>Network</i> may include:	<ul style="list-style-type: none">• large and small local area networks (LANs)• virtual private networks (VPNs)• wide area networks (WANs)• wireless local area networks (WLANs).
<i>Devices</i> may include:	<ul style="list-style-type: none">• emulators• gateways• routers.
<i>Applications</i> may include:	<ul style="list-style-type: none">• FTP• HTTP• hypertext transfer protocol secure (HTTPS)• secure shell• secure socket layer (SSL)• simple mail transfer protocol (SMTP)• Telnet (not secure).

Unit Sector(s)

Networking

ICANWK410A Install hardware to a network

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAIT Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan, manage and install new hardware components in a network.

Application of the Unit

This unit applies to those employed in technical information technology (IT) support roles, such as network administrators, who are required to install and support network hardware in a peer-to-peer or client-server networked environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the</i>

Element	Performance Criteria
	<i>required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Determine network hardware requirements	<p>1.1 Assess client network hardware and cabling requirements, considering compatibility with existing application software and operating system</p> <p>1.2 Analyse requirements against local area network (LAN), wide area network (WAN), wireless networks, and mobile equipment access design limitations and organisational guidelines</p> <p>1.3 Evaluate client requirements according to organisational guidelines, corporate purchasing procedures, licensing arrangements and budget</p>
2. Obtain network hardware	<p>2.1 Contact vendors and obtain technical specifications</p> <p>2.2 Evaluate or test hardware according to client requirements and organisational guidelines</p> <p>2.3 Document recommendations and provide copies to appropriate person</p> <p>2.4 Determine and document licensing requirements and security issues</p> <p>2.5 Acquire hardware according to recommendations and organisational procedures</p> <p>2.6 Organise cabling infrastructure where required</p>
3. Install network hardware	<p>3.1 Conduct installation with minimal disruption to clients</p> <p>3.2 Install hardware according to appropriate installation procedures</p> <p>3.3 Configure and test the installation to ensure that it meets client needs</p>
4. Provide instruction and support for installed products	<p>4.1 Determine and document client instructions and needs</p> <p>4.2 Provide one-to-one or group instruction to client and users, as required</p> <p>4.3 Obtain client evaluation and feedback, to ensure that</p>

	client requirements have been met
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to assess current client hardware and future requirements
- communication skills to:
 - discuss client requirements and specifications
 - interpret client budget requirements
 - interpret technical and hardware installation manuals
 - provide client instruction
- literacy skills to write technical notes and reports
- numeracy skills to plan, prioritise and organise work
- planning and organisational skills to maintain the continuity of network operations and business functions during network installation tasks
- research skills to document licensing requirements and security issues
- technical skills to:
 - evaluate client equipment for requirements
 - use application and diagnostic software.

Required knowledge

- overview knowledge of:
 - current industry, data and voice networking, security products, devices and procedures
 - current industry-accepted network protocols
 - organisational contracting procedures and responsibilities
 - system diagnostic software
- current industry-accepted network hardware and software products
- hardware and software installation procedures
- LAN capabilities and characteristics, such as network type, IP addressing, switch or hub operation
- network connections, including types of cables and cabling distance limitations and wireless connections
- operating systems sufficient to enable basic installation
- set-up and configuration procedures

- software packages supported by the organisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • evaluate client user requirements and hardware installation • install a range of network hardware by planning, managing and supporting the installation of new components in a network, according to organisational policies and procedures.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • vendor hardware and software components • application software and operating system • hardware maintenance tools • live network • networked computers • organisational guidelines • technical documentation and installation manuals • appropriate learning and assessment support when required. <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • verbal or written questioning to assess candidate's underpinning knowledge • direct observation of candidate installing network devices • review of instructional guides for client or group presentation prepared by candidate • evaluation of performance test results prepared by candidate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level,</p>

	<p>language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Network hardware</i> may include:	<ul style="list-style-type: none"> • access points • firewalls • gateways • hubs • IP cameras • mobile phones • modems • network bridges • network interface cards • network printers • network scanners or multifunction devices • network-attached storage (NAS) • personal digital assistants (PDAs) • print servers • routers • switches.
<i>Application software</i> may include:	<ul style="list-style-type: none"> • database programs to handle data and voice functionality • email programs • internet browsers • spreadsheets • system browsers • word processing.
<i>Operating system</i> may	<ul style="list-style-type: none"> • Linux • Mac

include:	<ul style="list-style-type: none"> • Windows.
<i>Organisational guidelines</i> may include:	<ul style="list-style-type: none"> • communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites • financial control mechanisms • opening mail with attachments • personal use of emails and internet access • virus risk.
<i>Client</i> may include:	<ul style="list-style-type: none"> • clubs • external organisations • individuals • internal departments • internal employees.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • supervisor.

Unit Sector(s)

Networking

ICANWK411A Deploy software to networked computers

Modification History

Version	Comments
ICANWK411A	This version first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan, manage and support the installation of new or upgraded software to networked computers according to vendor and organisation specifications.

Application of the Unit

This unit applies to those involved in installing, configuring, maintaining and supporting software, such as network administrators and network support staff.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold</i>

Element	Performance Criteria
<i>unit of competency.</i>	<i>italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Determine operating system and software and hardware requirements	<p>1.1 Assess client software and licensing requirements, considering compatibility with existing application software and operating system</p> <p>1.2 Assess hardware requirements</p> <p>1.3 Analyse requirements against local area network (LAN), wide area network (WAN), and wireless networks within organisational guidelines</p> <p>1.4 Evaluate client requirements according to organisational guidelines, corporate purchasing procedures and budget</p>
2. Obtain deployment software to automate deployment	<p>2.1 Evaluate deployment software according to client requirements and organisational guidelines</p> <p>2.2 Contact vendors and obtain technical specifications, including support arrangements and licensing</p> <p>2.3 Acquire software and licences, according to organisational procedures</p> <p>2.4 Store software licences and manuals, according to organisational guidelines</p>
3. Automate installation of operating system via network	<p>3.1 Plan and deploy operating system according to appropriate vendor installation procedures with minimal disruption to network and clients</p> <p>3.2 Configure and test installation to ensure that it meets client needs and vendor specifications</p> <p>3.3 Install updates and patches</p>
4. Automate installation of software packages via network	<p>4.1 Plan and deploy software packages according to appropriate vendor installation procedures with minimal disruption to network and clients</p> <p>4.2 Configure and test installation to ensure that it meets client needs and vendor specifications</p>

	4.3 Install updates and patches
5. Test and sign off	<p>5.1 Test installed operating system and software for error-free performance, identifying and resolving problems</p> <p>5.2 Determine and document security and licensing issues</p> <p>5.3 Obtain client evaluation and feedback, to ensure that client requirements have been met</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with a client to determine functional requirements of network
- literacy skills to document client requirements
- problem-solving skills to troubleshoot and debug:
 - deployment issues
 - configuration issues
- research skills to determine most suitable solution for client
- technical skills to:
 - implement LANs
 - implement various software deployment solutions.

Required knowledge

- overview knowledge of:
 - network protocols and operating systems
 - organisational contracting procedures and responsibilities
 - software licensing requirements and documentation
 - transmission control protocols or internet protocols (TCPs/IPs) and applications
- detailed knowledge of:
 - current industry standards related to software deployment
 - deployment software configuration
 - configuration of automated deployment processes
 - operating system deployment
 - software package deployment
 - troubleshooting deployment processes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • identify client software requirements • plan and deploy automatic installation of operating system and software • configure and test installation, ensuring client needs are met.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • site or prototype where deployment processes may be implemented • live network • software tools to support implementation of deployment processes • technical documentation and installation manuals • organisational guidelines • appropriate learning and assessment support when required. <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • verbal or written questioning to assess candidate's knowledge of underpinning knowledge and skills • direct observation of candidate performing the tasks required to successfully implement automated deployment processes • documentation produced in a small project environment that reflects the understanding of client and technical skills required.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally</p>

	<p>appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Client</i> may include:	<ul style="list-style-type: none"> • external organisations • individuals • internal departments • internal employees.
<i>Hardware</i> may include:	<ul style="list-style-type: none"> • networks • network interface card (NIC) • personal computers • servers • workstations.
<i>Deployment software</i> may include:	<ul style="list-style-type: none"> • Acronis • Altiris • Ghost • remote installation services (RIS) and wireless distribution system (WDS) • Windows Server tools.
<i>Vendors</i> may include:	<ul style="list-style-type: none"> • Adobe • Apple • Citrix • Linux or Unix • Microsoft • Novell • open source.

<i>Operating system</i> may include:	<ul style="list-style-type: none">• Linux• Mac• Unix• Windows.
<i>Software packages</i> may include:	<ul style="list-style-type: none">• office applications• utilities.

Unit Sector(s)

Networking

ICASAS203A Connect hardware peripherals

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to connect hardware peripherals according to instructions.

Application of the Unit

This unit applies to workers who require the information and communications technology (ICT) skills to connect a variety of hardware peripherals to different configurations and types of ICT equipment. Communicating effectively, and simplifying and solving technical incompatibility conflicts and problems are key components of this ICT support role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text</i>

Element	Performance Criteria
<i>unit of competency.</i>	<i>is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Confirm client requirements	<p>1.1 Identify and confirm peripheral requirements of client according to organisational standards</p> <p>1.2 Document client requirements and peripherals needed and report findings to the appropriate person according to organisational standards</p> <p>1.3 Verify client requirements with appropriate person according to organisational standards and reporting procedures</p> <p>1.4 Take action to ensure client support expectations are covered by vendor warranty and support services</p>
2. Obtain required peripherals	<p>2.1 Obtain peripherals under instruction from appropriate person</p> <p>2.2 Enter details of peripherals into equipment inventory according to organisational standards</p> <p>2.3 Validate that contents of delivered components and physical contents match the packing list and resolve discrepancies if necessary</p> <p>2.4 Store peripherals according to vendors guidelines</p>
3. Connect hardware peripherals	<p>3.1 Verify timeframe for installation schedule with client</p> <p>3.2 Remove old peripherals with minimal disruption to clients if they are to be replaced, taking into account environmental considerations and OHS standards</p> <p>3.3 Connect new peripherals with minimum disruption to clients, taking into account operating system procedures</p> <p>3.4 Configure computer to accept new peripherals</p> <p>3.5 Test hardware peripherals and confirm client satisfaction, paying particular attention to possible effect on other systems and making adjustments as required</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service and conflict-resolution skills to:
 - ensure proposed actions are consistent with client's expectations
 - transfer and collect information
- literacy skills to:
 - document client requirements
 - follow vendor guidelines
 - present information
 - update equipment inventory
- negotiation skills to interact with other team members and clients
- problem-solving skills to resolve routine installation and configuration issues
- technical skills and decision-making skills to:
 - ensure compatibility of peripherals with operating system
 - remove and install peripherals
 - undertake maintenance procedures.

Required knowledge

- broad general knowledge of:
 - computer operating systems
 - help desk and maintenance practices
 - peripheral devices
 - OHS procedures for electrical equipment
 - interconnectivity of technical system components
- current industry-accepted hardware and software products
- detailed knowledge of inventory procedures
- organisational guidelines relating to external suppliers and vendors.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • safely connect several different types of hardware peripherals to the system according to vendor instructions with a minimum of downtime using known routines and procedures • locate, interpret and use vendor documentation related to connection and storage of hardware peripherals • test operation of newly installed hardware peripherals and confirm client satisfaction • adhere to OHS regulations when working with electrical equipment.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • sites with a representative range of workstations, hardware peripherals, internet connections, cabling, and software to be installed, interconnected and configured • hardware and software currently used in industry • technical documentation, including organisational hardware blueprint • vendor support • appropriate learning and assessment support when required. <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of candidate installing, connecting and configuring hardware peripheral devices • review of reports that document client requirements and peripherals completed for different scenarios and situations • verbal or written questioning to assess candidate's ability to locate, use and interpret vendor documentation • direct observation of candidate testing hardware peripherals added to a system.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking</p>

	<p>background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Peripheral may include:	<ul style="list-style-type: none"> • Bluetooth device • firewire (IEEE 1394) device • hard drive • keyboard • laptop • mobile phone • modem • mouse • multimedia kit • pen • personal digital assistant (PDA), such as palmtop • printer • scanner • speaker • tape cartridge • touch pad • universal serial bus (USB) device • wireless fidelity (wi-fi) router.
Client may include:	<ul style="list-style-type: none"> • external organisations • individuals • internal departments.
Organisational standards may include:	<ul style="list-style-type: none"> • communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites • financial control mechanisms

	<ul style="list-style-type: none"> • opening mail with attachments • personal use of emails and internet access • virus risk.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • help-desk person • subject matter expert • supervisor • system administrator.
<i>Equipment inventory</i> may include detailed lists of peripherals, including:	<ul style="list-style-type: none"> • hard drives • hubs • modems or other connectivity devices • monitors • other peripheral devices • personal computers • PDA • printers • switches.
<i>Store</i> may include:	<ul style="list-style-type: none"> • anti-static packaging • controlled humidity • controlled temperature • secure storage area • shock and vibration minimisation • silica gel desiccant • stacking limits.
<i>Environmental considerations</i> may include:	<ul style="list-style-type: none"> • recycling of packaging: <ul style="list-style-type: none"> • cardboard • paper • polystyrene • recycling or disposal of ewaste: <ul style="list-style-type: none"> • cathode ray tube (CRT) monitors • printed circuit boards • redundant hardware.
<i>OHS standards</i> may include:	<ul style="list-style-type: none"> • electrical safety • safe lifting methods • ventilation.
<i>Operating system</i> may include:	<ul style="list-style-type: none"> • GNUs Not Unix (GNU) • Linux • Mac OS X • Microsoft Windows

	<ul style="list-style-type: none">• Unix-like operating systems:<ul style="list-style-type: none">• HP-UX• IBM AIX• Silicon Graphics IRIX• Sun Solaris.
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Unit Sector(s)

Systems administration and support

ICASAS205A Maintain IT system integrity

Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to protect and secure stand-alone or client server environments.

Application of the Unit

This unit applies to technical support personnel who are required to protect and secure equipment and software in a small or large office environment. Maintaining system integrity through backup and recovery procedures, virus security and implementing licensing and copyright requirements are key components of any information and communications technology (ICT) environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

Element	Performance Criteria
<i>essential outcomes of a unit of competency.</i>	<i>demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Carry out system backup	1.1 Create and review organisational backup schedule 1.2 Determine storage media and hardware for backups 1.3 Ensure backups are carried out according to the schedule 1.4 Label and store backups according to organisational standards 1.5 Maintain records of backups
2. Restore system backup	2.1 Determine and test restoration procedures according to organisational standards 2.2 Restore data under instruction from an appropriate person 2.3 Restore data according to organisational standards 2.4 Document and report on backup results
3. Maintain virus protection	3.1 Maintain and update virus protection software according to operating system in use 3.2 Carry out virus scanning and report detected viruses to appropriate person 3.3 Remove viruses and update scanning software
4. Follow copyright procedures and record software licences where appropriate	4.1 Identify licensed software used by the organisation 4.2 Maintain records of licence number and location 4.3 Monitor operation and use of licensed software where applicable 4.4 Check personal computers and networks to ensure software compliance 4.5 Report licensing anomalies related to software to an appropriate person

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - clarify instructions
 - communicate with peers and supervisors
 - present information
 - seek assistance and expert advice
- literacy skills to:
 - interpret user manuals, technical documentation and help functions
 - read and write basic workplace documents
- problem-solving skills to address common operational problems when carrying out system backup and recovery
- technical skills to perform:
 - backup and recovery operations
 - basic diagnostic tests in system integrity.

Required knowledge

- broad knowledge of:
 - organisational standards regarding:
 - backup and recovery procedures and operations
 - label and store backups
 - current industry-accepted hardware and software products
 - current viruses and protection methods
 - diagnostic tools
 - inventory procedures
 - maintenance procedures
 - storage and retrieval guidelines
 - system performance
- software copyright and general public licence (GPL) or copyright responsibilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • protect and secure stand-alone or networked client-server environments and operating systems according to system maintenance procedures • undertake system and file backup, recovery delete and archive according to backup and recovery procedures • check computers to ensure software compliance.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • sites with a representative range of stand-alone and networked client-server environments and operating systems • antivirus software • technical records and documentation • appropriate learning and assessment support when required. <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of candidate undertaking file backup and recovery • direct observation of candidate performing virus scans and virus removal • review of documented reports on backup results • review organisational backup schedules • review software licence records • verbal or written questioning to assess candidate's knowledge of maintaining and updating virus protection software and checking computers for software copyright compliance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined</p>

	with targeted questioning to assess required knowledge.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Backup schedule</i> may occur:	<ul style="list-style-type: none"> • evenings • weekdays • weekends • monthly • yearly • or a combination.
<i>Storage media</i> may include:	<ul style="list-style-type: none"> • CD and DVD • external storage devices, such as universal serial bus (USB) flash drive • internal storage devices.
<i>Hardware</i> may include:	<ul style="list-style-type: none"> • networked systems • personal computers • tools to perform tape backups.
<i>Organisational standards</i> may include:	<ul style="list-style-type: none"> • backup procedures • GPL and copyright licences • reporting of non-compliant software • restore and security procedures • software licence documentation • virus scanning and removal procedures.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • supervisor • system administrator.
<i>Virus protection</i> may include:	<ul style="list-style-type: none"> • freeware • online • open source • proprietary software: <ul style="list-style-type: none"> • BitDefender

	<ul style="list-style-type: none"> • CA Vet Antivirus • Kaspersky Antivirus • McAfee VirusScan • Panda Antivirus • Symantec Norton Antivirus.
<i>Operating system</i> may include:	<ul style="list-style-type: none"> • GNUs Not Unix (GNU) • Linux • Mac OS X • Microsoft Windows • Unix-like operating systems: <ul style="list-style-type: none"> • HP-UX • IBM AIX • Silicon Graphics IRIX • Sun Solaris.
<i>Licensed software</i> may include:	<ul style="list-style-type: none"> • corporate licences • educational licences • freeware • open source • shareware licences • single-user licences • user-restrictive licences.
<i>Software</i> may include:	<ul style="list-style-type: none"> • application: <ul style="list-style-type: none"> • database • internet browser • spreadsheet • word-processing • commercial • customised • in-house • programming: <ul style="list-style-type: none"> • assembler • compiler • development tools • system: <ul style="list-style-type: none"> • computer security • device drivers • operating system.

Unit Sector(s)

Systems administration and support

ICTICT206 Install software applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select, install or upgrade basic commercial software applications.

It applies to individuals who require basic information and communications technology (ICT) skills to undertake related tasks under supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine software or software upgrade requirements	1.1 Document client requirements and report to appropriate person 1.2 Act on instructions to meet client requirements, according to organisational requirements
2. Obtain software or software upgrade	2.1 Investigate and select a software application program that best conforms to requirements and organisational policies 2.2 Obtain application program under instruction from appropriate person

ELEMENT	PERFORMANCE CRITERIA
	2.3 Determine licensing requirements and record, according to organisational guidelines 2.4 Ensure target computer conforms to the minimum hardware and operating system requirements of the application program
3. Install or upgrade software	3.1 Install new or upgraded software application program according to appropriate person or organisational instructions 3.2 Complete the installation process efficiently and effectively to minimise disruption 3.3 Carry out testing and acceptance, according to organisational guidelines, paying particular attention to possible effect on other systems 3.4 Ensure client requirements are satisfied 3.5 Refer outstanding client issues to appropriate person as necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.3	<ul style="list-style-type: none"> • Uses available literature to appropriately address requirements • Interprets and responds to complex text to ascertain and confirm requirements
Writing	1.1, 2.3	<ul style="list-style-type: none"> • Records key information relevant to requirements, using basic punctuation, text and correct spelling
Oral Communication	1.1, 2.2, 3.1, 3.4, 3.5	<ul style="list-style-type: none"> • Uses listening and questioning techniques to confirm understanding of requirements • Uses clear and specific language to convey requirements
Navigate the world of work	2.1	<ul style="list-style-type: none"> • Takes some personal responsibility for adherence to organisational requirements
Get the work done	1.2, 2.1, 2.2, 2.4, 3.1-3.3	<ul style="list-style-type: none"> • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands purposes, specific functions and key

		<p>features of common digital systems and tools, and operates them effectively to complete routine tasks</p> <ul style="list-style-type: none"> Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT206 Install software applications	ICAICT206A Install software applications	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTICT206 Install software applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- install software applications through operating system instructions
- configure computer to accept new software or upgrade
- carry out testing and acceptance according to organisational guidelines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe a typical client business domain
- identify typical hardware storage devices
- identify typical input and output devices
- describe key licensing arrangements and responsibilities to ensure they are adhered to
- identify operating systems supported by the organisation
- describe the organisational guidelines for purchasing
- identify the installation requirements for key software application packages
- describe typical software copyright responsibilities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer (PC) where software installation may be performed

- application software currently used in industry
- documents detailing organisational testing and acceptance policy and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTICT302 Install and optimise operating system software

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit defines the skills and knowledge required to install, configure and optimise operating system (OS) software to meet business and client needs.

It applies to individuals who may work under supervision and support others using well developed skills in creating solutions through analysis and evaluation of information.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine function of operating system	1.1 Identify and demonstrate understanding of the purposes of operating system 1.2 Distinguish between batch system, real-time system and multi-tasking system 1.3 Compare and contrast different operating systems and their features 1.4 Identify and demonstrate knowledge of the basic functions of operating system, including file system, memory

ELEMENT	PERFORMANCE CRITERIA
	management, process scheduling 1.5 Identify and demonstrate management of virtual memory
2. Obtain operating system	2.1 Contact operating system vendors to obtain technical specifications and system requirements 2.2 Identify process and steps required to install and configure the operating system using installation components 2.3 Document adjustment recommendations and provide to appropriate person 2.4 Determine and apply knowledge of licensing, hardware and security requirements
3. Install, configure and optimise operating system	3.1 Install, configure and test operating system using installation components and boot-utility options 3.2 Use the relevant operating system user interface to correctly configure the installation 3.3 Optimise the system to meet organisational requirements 3.4 Document the system according to organisational requirements 3.5 Install the operating system with minimal disruption to client or users
4. Provide instruction to meet new software requirements	4.1 Provide one-to-one instruction about changes to the client or users as required 4.2 Obtain client evaluation about new system to ensure requirements are met, using appropriate feedback mechanism

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3-1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 4.2	<ul style="list-style-type: none"> Identifies, analyses and evaluates a range of on-line and hard-copy text containing complex, OS specific terminology, and applies the information to the selection, installation, configuration and optimisation of operating systems

		<ul style="list-style-type: none"> Interprets and comprehends a large range of syntax, diagrams, icons, symbols, text, numbers and letters necessary to install and configure operating systems
Writing	2.3, 3.4	<ul style="list-style-type: none"> Uses the correct spelling and grammar, clear plain English and systems related text to document recommendations and processes, and develop feedback tools
Oral Communication	2.1, 3.5, 4.1, 4.2	<ul style="list-style-type: none"> Elicits and evaluates information using OS related terminology and effective listening and questioning techniques Uses simple and relevant language to liaise with clients, present information and obtain feedback
Navigate the world of work	2.4	<ul style="list-style-type: none"> Takes some personal responsibility for adherence to legal and regulatory requirements, and seeks clarification when required
Get the work done	1.1-1.5, 2.1, 2.2, 3.1-3.3, 3.5	<ul style="list-style-type: none"> Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and considering how to link with the work of others Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT302 Install and optimise operating system software	ICAICT302 Install and optimise operating system software	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTICT302 Install and optimise operating system software

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- install, configure and test an operating system to improve system performance with minimum disruption to clients.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare current industry accepted hardware and software products
- outline functions and features of operating systems used by the organisation
- explain the installation and configuration of systems software
- explain the architecture of current technical systems
- outline the deployment of current organisational systems
- list organisational requirements for operating system (OS) software
- explain prerequisites for system software installation
- outline set-up and configuration procedures
- list software packages supported by the organisation
- describe system's current functionality
- list system's diagnostic software
- outline vendor specifications and requirements for installation.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer where installation may be performed
- OS software and technical documentation
- organisational documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTICT303 Connect internal hardware components

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to acquire, install, configure and evaluate system hardware components according to client and user requirements.

It applies to individuals who work with a degree of self-sufficiency and provide support in a range of information and communications technology (ICT) work areas and activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify, categorise and distinguish between the different types of internal hardware components	1.1 Identify and categorise the different internal hardware components 1.2 Define the purpose and characteristics of the different internal hardware component categories 1.3 Distinguish between different types of devices within each internal hardware component category
2. Determine components required	2.1 Identify and clarify user internal hardware component requirements according to organisational guidelines

ELEMENT	PERFORMANCE CRITERIA
	2.2 Organise and record user component requirements, pass on to appropriate person for evaluation and vendor selection
3. Obtain components	3.1 Contact vendors to obtain technical specifications for the proposed components 3.2 Assess options and provide recommendations to the appropriate person for final analysis 3.3 Obtain components to prepare for installation
4. Install components	4.1 Develop plans, with prioritised tasks and contingency arrangements, for the installation of selected components with minimum disruption to clients 4.2 Liaise with appropriate person to obtain approval for the plans 4.3 Install and configure components according to plan, installation procedures and organisational requirements 4.4 Test components for error-free performance, using available technology 4.5 Identify and resolve identified problems 4.6 Test and enhance system performance, using knowledge of the system, to meet organisational benchmarks 4.7 Document the installation and configuration process according to organisation guidelines
5. Evaluate modified system	5.1 Collect client or user feedback and analyse against client requirements 5.2 Correct identified shortcomings in the system and record actions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 3.2, 4.3, 5.1	<ul style="list-style-type: none"> Identifies, interprets and evaluates online and hard copy documentation containing complex ICT related terminology, acronyms and concepts

Writing	2.2, 3.2, 4.1, 4.7	<ul style="list-style-type: none"> • Uses correct spelling, grammar and plain English together with the ICT specific terminology and diagrams to convey recommendations and requirements, and complete organisational documentation
Oral Communication	1.1, 2.2, 3.1-3.3, 4.1, 4.2, 5.1	<ul style="list-style-type: none"> • Converts highly technical language and terminology into plain English to communicate ideas and plans, and gather feedback from clients • Uses effective listening and questioning techniques and technical terminology to elicit information and make the correct component selection
Navigate the world of work	2.1, 4.3	<ul style="list-style-type: none"> • Recognises and follows explicit protocols and meets expectations associated with own role
Get the work done	1.1, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1, 4.4-4.6, 5.1, 5.2	<ul style="list-style-type: none"> • Initiates standard procedures when responding to familiar problems within immediate context • Recognises some general design and operating principles of digital tools and uses these to help when modifying systems and when troubleshooting • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT303 Connect internal hardware components	ICAICT303A Connect internal hardware components	<p>Updated to meet Standards for Training Packages.</p> <p>Minor edits to clarify intent of performance criteria.</p>	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTICT303 Connect internal hardware components

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and categorise the different types of internal hardware components
- modify system's hardware to meet client requirements
- plan modification of and connect internal hardware components according to vendor and technical specifications
- install components across a variety of situations and account for unexpected contingencies
- evaluate the system on completion.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe areas of the operating system relevant to configuration and testing
- compare current industry accepted hardware and software products
- outline environmental considerations in e-waste disposal
- outline organisational guidelines and organisational requirements with regard to safety, recycling and component installation
- outline system's diagnostic software and current functionality
- interpret vendor specifications and requirements for component installation.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer and internal hardware components for installation
- current industry standard performance testing software
- documents detailing organisational guidelines and requirements
- technical manuals and tools.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTICT304 Implement system software changes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement system software changes and to hand over the modified system to the client's operational area.

It applies to individuals working in support roles who are required to update operating systems on client computers with the latest technology fixes, working under minimum supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine system changes required	1.1 Determine and record required changes to system 1.2 Ensure documentary evidence exists to support changes and evaluate changes required 1.3 Complete documentation required according to maintenance methodologies 1.4 Clarify and confirm nature of the changes with the client 1.5 Obtain technical data from reliable sources and request

ELEMENT	PERFORMANCE CRITERIA
	other resources that may be required to complete the changes
2. Carry out system changes	2.1 Plan the procedure to effect intended changes 2.2 Consult with colleagues and users involved in the proposed changes and agree a mutually acceptable timeline and method of implementation 2.3 Copy initialisation or configuration files prior to implementation 2.4 Create a roll-back path in the event of failure 2.5 Ensure changes required in software are made according to project or organisational guidelines 2.6 Test and verify that the changes have been made according to implementation guides and organisational standards
3. Present changes to client	3.1 Demonstrate changes to the client and explain the impact of these changes 3.2 Work towards making these changes acceptable to the client if changes are rejected, or making further modifications if required 3.3 Update documentation and repositories according to standards and update modifications made to the change management system
4. Perform handover to client	4.1 Update documentation and client procedures to reflect changes made 4.2 Secure sign-off of acceptance documents by client 4.3 Facilitate handover of modified system to client's operational area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.5	<ul style="list-style-type: none"> Identifies and interprets hard copy, online and computer generated text, numerical and diagrammatic information with systems

		<p>software specific terminology</p> <ul style="list-style-type: none"> Reviews a range of organisational documentation to identify relevant information relating to the requirements of both the job role and organisation
Writing	1.1, 1.3, 3.3, 4.1	<ul style="list-style-type: none"> Uses correct spelling and grammar, plain English and, when necessary, systems related text and terminology to complete documentation and update client procedures
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> Uses effective listening and questioning techniques and systems related terminology to elicit information about the systems and determine the job requirements Converts highly technical language and terminology to plain English to communicate changes to, and gather feedback from, the client(s)
Navigate the world of work	2.5, 2.6, 3.3	<ul style="list-style-type: none"> Recognises and follows explicit protocols and meets expectations associated with own role
Get the work done	1.1, 2.1-2.4, 2.6, 3.2, 3.3, 4.3	<ul style="list-style-type: none"> Initiates standard procedures when responding to familiar problems within immediate context Recognises some general design and operating principles of digital tools and uses these to help when modifying systems and when troubleshooting Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT304 Implement system software changes	ICAICT304A Implement system software changes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTICT304 Implement system software changes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- evaluate, document and implement changes to the system with minimum disruption to the system and client users
- hand over the project to the client with instructions and updated documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe business scheduling requirements
- identify change control procedures
- describe client business domain
- discuss current industry accepted hardware and software products
- discuss emerging standards for data and voice communications
- outline the system's current functionality
- discuss the features of the system under modification
- outline the organisational policy and procedures with regard to system changes
- recognise vendor software services with regard to system changes.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a computer
- system software currently used in industry
- technical manuals and tools.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTNWK305 Install and manage network protocols

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to install and manage network protocols in a networking environment.

It applies to individuals with competent information and communications technology (ICT) skills, working as network administrators who are required to ensure that appropriate protocols have been installed in networks to allow user functionality and maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Install and manage network protocols	1.1 Select, test and validate appropriate network protocol services 1.2 Design a network addressing system, with subnet and host IDs, including appropriate devices 1.3 Configure hosts and workstations to use IP addresses either manually or through automatic allocation of addresses, such as found with dynamic host configuration protocol (DHCP)
2. Identify network	2.1 Review a range of well-known network protocol applications

ELEMENT	PERFORMANCE CRITERIA
protocol applications	<p>2.2 Evaluate client user requirement and recommend network protocol services</p> <p>2.3 Apply internet protocol (IP) addressing scheme according to approved policy and procedures</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2, 2.3	<ul style="list-style-type: none"> Recognises and interprets textual information, including technical manuals, to establish the job requirements
Writing	2.2	<ul style="list-style-type: none"> Uses specific and relevant language to document new file systems, user access and disaster recovery procedures
Oral Communications	2.2	<ul style="list-style-type: none"> Articulates clearly using specific and relevant language suitable to audience to convey requirements Uses listening and questioning techniques to confirm understanding
Navigate the world of work	2.3	<ul style="list-style-type: none"> Complies with explicit organisational policies and procedures Ensures knowledge of legislative requirements and products is kept up to date
Get the work done	1.1-1.3, 2.1	<ul style="list-style-type: none"> Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency, and considering how to link with the work of others Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks Initiates standard procedures when developing and refining configuration protocols

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTNWK305 Install and manage network protocols	ICANWK305A Install and manage network protocols	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTNW K305 Install and manage network protocols

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- configure, test and validate network protocols in order to facilitate interconnectivity
- install and manage network protocols in a network, and troubleshoot problems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the client business domain, including client organisation structure and business functionality
- list current communications technologies and their associated protocols
- outline current industry accepted hardware and software products, and general features and capabilities
- summarise network protocols currently in use in the organisation and industry, including:
 - transmission control protocol
 - internet protocol (TCP/IP)
 - OSI models
- clarify the vendor product range and development directions
- describe how network protocols transcend organisational size and network complexity.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- a live network
- application software and operating system
- appropriate learning and assessment support when required
- networked computers
- organisational guidelines
- technical documentation and installation manuals
- vendor software.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTNWK410 Install hardware to a network

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, manage and install new hardware components in a network.

It applies to individuals employed in technical information and communications technology (ICT) support roles, such as network administrators, who support network hardware in a peer-to-peer or client-server networked environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine network hardware requirements	<p>1.1 Assess client network hardware and cabling requirements, considering compatibility with existing application software and operating system</p> <p>1.2 Analyse requirements against local area network (LAN), wide area network (WAN), wireless networks, and mobile equipment access design limitations and organisational guidelines</p> <p>1.3 Evaluate client requirements according to organisational guidelines, corporate purchasing procedures, licensing</p>

ELEMENT	PERFORMANCE CRITERIA
	arrangements and budget
2. Obtain network hardware	<p>2.1 Contact vendors and obtain technical specifications</p> <p>2.2 Evaluate or test hardware according to client requirements and organisational guidelines</p> <p>2.3 Document recommendations and provide copies to appropriate person</p> <p>2.4 Determine and document licensing requirements and security issues</p> <p>2.5 Acquire hardware according to recommendations and organisational procedures</p> <p>2.6 Organise cabling infrastructure where required</p>
3. Install network hardware	<p>3.1 Conduct installation with minimal disruption to clients</p> <p>3.2 Install hardware according to appropriate installation procedures</p> <p>3.3 Configure and test the installation to ensure that it meets client needs</p>
4. Provide instruction and support for installed products	<p>4.1 Determine and document client instructions and needs</p> <p>4.2 Provide one-to-one or group instruction to client and users as required</p> <p>4.3 Obtain client evaluation and feedback to ensure that client requirements have been met</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.2, 2.5	<ul style="list-style-type: none"> Recognises and interprets licensing and security issues, technical information and organisational procedures to determine job requirements
Writing	2.4, 4.1	<ul style="list-style-type: none"> Prepares information which incorporates evaluation of information and specialised and cohesive language in a format and style appropriate to a specific audience

Oral Communication	2.1, 2.3, 4.1-4.3	<ul style="list-style-type: none"> • Uses listening and questioning skills to confirm understanding for requirements • Participates in regular verbal exchanges and uses appropriate, detailed and clear language to address key personnel and to disseminate information
Numeracy	1.3	<ul style="list-style-type: none"> • Uses mathematical formulas and calculations to estimate and plan costs according to business budgets
Navigate the world of work	1.2, 1.3, 2.4, 2.5	<ul style="list-style-type: none"> • Appreciates the implications of legal and regulatory responsibilities related to own work
Get the work done	1.1-1.3, 2.2, 2.5, 2.6, 3.1- 3.3	<ul style="list-style-type: none"> • Determines job priorities, resources and equipment, and works logically and systematically to maintain the continuity of network operations and business functions during network installation tasks • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks • Recognises and responds to predictable routine problems related to own role in the immediate work context • Automatically implements standard procedures for routine decisions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTNWK410 Install hardware to a network	ICANWK410A Install hardware to a network	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTNWK410 Install hardware to a network

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- evaluate client user requirements and hardware installation
- install a range of network hardware by planning, managing and supporting the installation of new components in a network, according to organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise current industry, data and voice networking, security products, devices and procedures, including:
 - current industry accepted network protocols
 - organisational contracting procedures and responsibilities
 - system diagnostic software
- outline current industry accepted network hardware and software products
- explain hardware and software installation procedures
- describe local area network (LAN) capabilities and characteristics, such as network type, internet protocol (IP) addressing, switch or hub operation
- describe various features of network connections, including types of cables, cabling distance limitations and wireless connections
- outline operating systems sufficient to enable basic installation
- summarise set-up and configuration procedures
- describe software packages supported by the organisation.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- vendor hardware and software components
- application software and operating system
- hardware maintenance tools
- a live network
- networked computers
- organisational guidelines
- technical documentation and installation manuals.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTNWK411 Deploy software to networked computers

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, manage and support the installation of new or upgraded software to networked computers according to vendor and organisation specifications.

It applies to individuals involved in installing, configuring, maintaining and supporting software, such as network administrators and network support staff.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine operating system and software and hardware requirements	1.1 Assess client software and licensing requirements, considering compatibility with existing application software and operating system 1.2 Assess hardware requirements 1.3 Analyse requirements against local area network (LAN), wide area network (WAN), and wireless networks within organisational guidelines 1.4 Evaluate client requirements according to organisational

ELEMENT	PERFORMANCE CRITERIA
	guidelines, corporate purchasing procedures and budget
2. Obtain deployment software to automate deployment	<p>2.1 Evaluate deployment software according to client requirements and organisational guidelines</p> <p>2.2 Contact vendors and obtain technical specifications, including support arrangements and licensing</p> <p>2.3 Acquire software and licences according to organisational procedures</p> <p>2.4 Store software licences and manuals according to organisational guidelines</p>
3. Automate installation of operating system via network	<p>3.1 Plan and deploy operating system according to appropriate vendor installation procedures, with minimal disruption to network and clients</p> <p>3.2 Configure and test installation to ensure that it meets client needs and vendor specifications</p> <p>3.3 Install updates and patches</p>
4. Automate installation of software packages via network	<p>4.1 Plan and deploy software packages according to appropriate vendor installation procedures, with minimal disruption to network and clients</p> <p>4.2 Configure and test installation to ensure that it meets client needs and vendor specifications</p> <p>4.3 Install updates and patches</p>
5. Test and sign off	<p>5.1 Test installed operating system and software for error-free performance, identifying and resolving problems</p> <p>5.2 Determine and document security and licensing issues</p> <p>5.3 Obtain client evaluation and feedback to ensure that client requirements have been met</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.3, 2.4,	<ul style="list-style-type: none"> Recognises and interprets technical, licensing

	3.1, 3.2, 4.1, 4.2	and organisational information to determine business requirements
Writing	1.3, 5.2	<ul style="list-style-type: none"> Develops material for a specific audience, using clear and detailed language in order to convey explicit information
Oral Communication	2.2, 5.3	<ul style="list-style-type: none"> Uses active listening, observational and questioning techniques in order to identify information and confirm, clarify or revise understanding Uses specific and relevant language to obtain information to determine job requirements
Numeracy	1.4	<ul style="list-style-type: none"> Uses mathematical formulas and calculations to estimate and plan costs according to business budgets
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.4, 5.2	<ul style="list-style-type: none"> Appreciates the implications of legal and regulatory responsibilities related to own work
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1-3.3, 4.1-4.3, 5.1	<ul style="list-style-type: none"> Determines job priorities, resources and equipment, and works logically and systematically Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks Uses analytical processes to respond to deployment and configuration issues in the immediate work context Automatically implements standard procedures for routine decisions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTNWK411 Deploy software to networked computers	ICANWK411A Deploy software to networked computers	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTNWK411 Deploy software to networked computers

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify client software requirements
- plan and deploy automatic installation of operating system and software
- configure and test installation, ensuring client needs are met.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise network protocols and operating systems, including:
 - transmission control protocols (TCP)
 - internet protocols (IPs)
 - network applications
- describe organisational contracting procedures and responsibilities
- outline software licensing requirements and documentation
- explain current industry standards related to software deployment, including:
 - deployment software configuration
 - configuration of automated deployment processes
 - operating system deployment
 - software package deployment
 - troubleshooting deployment processes.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- a site or prototype where deployment processes may be implemented
- a live network
- software tools to support implementation of deployment processes
- technical documentation and installation manuals
- organisational guidelines.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTSAS203 Connect hardware peripherals

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to connect hardware peripherals according to instructions.

It applies to individuals employed in an information and communications technology (ICT) support role who are required to solve technical hardware and software incompatibility conflicts and problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems administration and support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm client requirements	<p>1.1 Identify and confirm peripheral requirements of client according to organisational standards</p> <p>1.2 Document client requirements and peripherals needed, and report findings to the appropriate person according to organisational standards</p> <p>1.3 Verify client requirements with appropriate person according to organisational standards and reporting procedures</p>

ELEMENT	PERFORMANCE CRITERIA
	1.4 Take action to ensure client support expectations are covered by vendor warranty and support services
2. Obtain required peripherals	2.1 Obtain peripherals under instruction from appropriate person 2.2 Enter details of peripherals into equipment inventory according to organisational standards 2.3 Validate that contents of delivered components and physical contents match the packing list and resolve discrepancies if necessary 2.4 Store peripherals according to vendors guidelines
3. Connect hardware peripherals	3.1 Verify timeframe for installation schedule with client 3.2 Remove old peripherals with minimal disruption to clients if they are to be replaced, taking into account environmental considerations and work health and safety (WHS) standards 3.3 Connect new peripherals with minimum disruption to clients, taking into account operating system procedures 3.4 Configure computer to accept new peripherals 3.5 Test hardware peripherals and confirm client satisfaction, paying particular attention to possible effect on other systems and making adjustments as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.4, 3.1-3.5	<ul style="list-style-type: none"> Interprets textual information from a range of sources to identify and adhere to requirements
Writing	1.2, 1.3, 1.4, 2.1	<ul style="list-style-type: none"> Develops materials and resources using simple vocabulary to convey and record information and inventory, according to client and vendor requirements
Oral Communication	1.2, 1.3, 1.4, 2.1, 3.1, 3.5	<ul style="list-style-type: none"> Participates in verbal exchanges of familiar ideas and information using questioning and active listening to elicit views, opinions and feedback from others
Navigate the	1.1, 1.3, 1.4, 2.1-2.4,	<ul style="list-style-type: none"> Understands roles and responsibilities for task and makes basic decisions on work completion parameters

world of work	3.2-3.5	in accordance with organisational requirements, WHS standards and environmental considerations
Interact with others	1.1-1.4, 2.1, 3.1	<ul style="list-style-type: none"> Identifies and takes steps to follow accepted communication practices and protocols
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.5	<ul style="list-style-type: none"> Plans and implements routine tasks, aiming to achieve them efficiently Responds to predictable routine problems and implements standard or logical solutions Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTSAS203 Connect hardware peripherals	ICASAS203A Connect hardware peripherals	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTSAS203 Connect hardware peripherals

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- connect several different types of hardware peripherals to the system safely and according to vendor instructions with a minimum of downtime, using known routines and procedures
- locate, interpret and use vendor documentation related to connection and storage of hardware peripherals
- test the operation of newly installed hardware peripherals and confirm client satisfaction
- follow work health and safety policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the commonly used computer operating systems
- identify help desk and maintenance practices
- describe common peripheral devices
- summarise WHS procedures for electrical equipment
- list the system components and describe their interconnectivity
- identify current industry accepted hardware and software products
- describe procedures relevant to maintaining inventory
- list the organisational guidelines and standards that impact on service support including:
 - external suppliers and vendors
 - internal and external communications
 - internet access
 - security of information and data

- identify common principles for environmentally sustainable business practices.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems administration and support field of work and include access to:

- sites with a representative range of workstations, hardware peripherals, internet connections and cabling
- software to be installed, interconnected and configured
- hardware and software currently used in industry
- technical documentation, including organisational hardware blueprint and vendor support.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

ICTSAS205 Maintain ICT system integrity

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to protect and secure stand-alone or networked client server environments.

It applies to technical support individuals who are required to maintain workflow and quality processes in a small or large office environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems administration and support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Carry out system backup	1.1 Create and review organisational backup schedule 1.2 Determine storage media and hardware for backups 1.3 Ensure backups are carried out according to the schedule 1.4 Label and store backups according to organisational standards 1.5 Maintain records of backups
2. Restore system backup	2.1 Determine and test restoration procedures according to

ELEMENT	PERFORMANCE CRITERIA
	organisational standards 2.2 Restore data under instruction from an appropriate person 2.3 Restore data according to organisational standards 2.4 Document and report on backup results
3. Maintain virus protection	3.1 Maintain and update virus protection software according to operating system in use 3.2 Carry out virus scanning and report detected viruses to appropriate person 3.3 Remove viruses and update scanning software
4. Follow copyright procedures and record software licences where appropriate	4.1 Identify copyright procedures for licensed software used by the organisation 4.2 Maintain records of licence number and location 4.3 Monitor operation and use of licensed software where applicable 4.4 Check personal computers and networks to ensure software compliance 4.5 Report licensing anomalies related to software to an appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.3, 3.1-3.3, 4.1-4.5	<ul style="list-style-type: none"> Interprets familiar textual information from a range of sources to identify and review practices and determine that appropriate standards have been maintained Researches and interprets information to identify, monitor and evaluate technical information and maintain appropriate standards
Writing	1.4, 1.5, 2.4, 4.2, 4.5	<ul style="list-style-type: none"> Develops materials and resources using simple vocabulary to record information in a sequential manner, adhering to standards for client engagement as well as internal reference

Navigate the world of work	1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.5	<ul style="list-style-type: none"> Understands roles and responsibilities for task and makes basic decisions on work completion parameters in accordance with organisational standards
Interact with others	2.2, 4.5	<ul style="list-style-type: none"> Identifies and takes steps to follow accepted communication practices and protocols
Get the work done	1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.5	<ul style="list-style-type: none"> Plans and implements routine tasks, aiming to achieve them efficiently Makes low-impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTSAS205 Maintain ICT system integrity	ICASAS205A Maintain IT system integrity	Updated to meet Standards for Training Packages. Minor edit to the competency title.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTSAS205 Maintain ICT system integrity

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- protect and secure stand-alone or networked client server environments and operating systems according to system maintenance procedures
- complete file backup according to organisational standards
- recover, delete and archive according to backup and recovery procedure
- check computers and networks for compliance with licensing requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify organisational standards regarding:
 - backup and recovery procedures and operations
 - labelling and storage of backups
- describe current industry accepted hardware and software products
- describe current viruses and protection methods
- identify common diagnostic tools
- identify inventory procedures
- identify maintenance procedures
- describe storage and retrieval guidelines
- explain system performance
- identify software copyright and General Public Licence (GPL) or copyright responsibilities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems administration and support field of work and include access to:

- sites with a representative range of stand-alone and networked client server environments
- antivirus software
- technical records and documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

LGADMIN425A Develop a communication plan

Modification History

LGADMIN425A Release 2: Layout adjusted.

LGADMIN425A Release 1: Primary release.

Unit Descriptor

This unit covers preparing and developing an integrated communication plan to enable the effective communication to the community and specific groups of council services and other relevant information. The unit is suitable for a range of contexts in the organisation and can be applied to promotional and marketing material, informative material and material related to specific events or activities.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the

Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication objectives	1.1 The target audience is identified. 1.2 Relevant and appropriate media are identified and assessed in accordance with council requirements and audience needs. 1.3 Relevance of existing materials and activities is assessed based on changing communication needs and organisational policies. 1.4 Communication objectives are determined and integrated into council strategies and priorities.
2. Prepare a communication plan	2.1 The elements of a communication plan are determined in accordance with council requirements. 2.2 <i>Forms of communications</i> are evaluated in relation to communication objectives. 2.3 <i>Promotions</i> are evaluated for inclusion in the communication plan. 2.4 Objectives of <i>the communication plan</i> are developed and evaluated for cost effectiveness and for effectiveness. 2.5 Communication plan is prepared in accordance with council requirements.
3. Implement the communication plan	3.1 Resources required to complete the communication activities are obtained. 3.2 Responsibilities and functions are allocated to relevant personnel. 3.3 Communication materials are developed to suit purpose of the communication activity and requirements of the audience. 3.4 Professional assistance in the development of materials is sought as appropriate. 3.5 Communication is paced and sequenced to meet a range of requirements and types of audience.
4. Review and report on the communication plan	4.1 <i>Feedback mechanisms</i> are established and utilised to evaluate and review communication activities. 4.2 Reports are prepared in accordance with organisational requirements.

ELEMENT**PERFORMANCE CRITERIA**

4.3 Communication activities are adjusted as appropriate.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- verbal and written communication
- consultation
- analytical
- problem solving
- research
- evaluative
- collating and interpreting statistical data, including trend analysis
- risk management
- cost-benefit analysis
- strategic thinking
- negotiation
- report writing

Required Knowledge

- organisation's marketing plan
- organisation's services
- data collection and analysis techniques
- basic financial records
- communication models

Evidence Guide**Overview of assessment requirements**

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- undertake appropriate, detailed and thorough research to determine communication objectives using a range of techniques
- develop a communication plan based on the analysis undertaken to provide a strategic direction for communications and promotions in a clear and unequivocal manner
- manage the implementation of the communication plan within the organisation and unit/area
- monitor, evaluate and review the communication plan and prepare a report that includes recommendations for adjustments

Context of assessment

Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement.

Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.

Assessment of the performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.

Relationship to other units (prerequisite or co-requisite units)

To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence required for demonstration of

Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and

consistent performance	variety of situations.
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

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.

<i>Forms of communication</i> may include:	<ul style="list-style-type: none"> • fliers, brochures and pamphlets • media products • press releases • posters • kits • public relations materials • invitations • presentations and demonstrations • audio and videotapes • electronic press hits • web sites • focus groups on relevant issues • community programs • guidance materials • descriptions • labels • signs
<i>Promotions</i> may include:	<ul style="list-style-type: none"> • films • multimedia products • seminars and workshops • public forums • special occasions and festivals • performances • open days • ceremonies
<i>The communication plan</i> may include:	<ul style="list-style-type: none"> • the rationale, aims, objectives and expected outcomes in financial and other terms • facilities and equipment needed • target audience • communication and promotion requirements

Key stakeholders may include:

- time constraints
- budget allocation
- resources, including human resources
- staff training
- government and non-government organizations
- community leaders
- networks
- staff and colleagues
- board or committee of management
- specialist organisation
- media
- partners or potential partners
- senior management
- technical specialists

Feedback mechanisms may include:

- surveying clients
- informal discussion
- focus groups

Unit Sector(s)

Administration

MEM07001B Perform operational maintenance of machines/equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers carrying out programmed safety and maintenance checks on machines/equipment.
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Application of the Unit

Application of the unit	<p>This unit mainly applies in a manufacturing setting, where routine programmed operational maintenance to machines/equipment is required. It is not intended to be used where higher level maintenance activities are performed.</p> <p>Machines/equipment range includes manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature.</p> <p>This unit should not be selected when any of the following are selected: Unit MEM18055B (Dismantle, replace and assemble engineering components), Unit MEM18006C (Repair and fit engineering components), Unit MEM07005C (Perform general machining).</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM18001C	Use hand tools

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake programmed safety and maintenance checks	1.1. Checks are undertaken safely and to prescribed procedure. 1.2. Status/report is recorded on proforma or reported orally.
2. Undertake programmed maintenance	2.1. Removal/replacement of consumable components is undertaken to prescribed procedure and instructions are followed. 2.2. Fluids and lubricants are replaced and/or topped up to prescribed schedule.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- undertaking programmed safety and maintenance checks
- undertaking programmed operational maintenance
- entering routine and familiar information onto proformas and standard workplace forms
- following routine information on written procedures
- following oral instructions
- orally reporting routine information

Required knowledge

Look for evidence that confirms knowledge of:

- programmed maintenance and safety check procedures for the specified machine/equipment
- recording/reporting requirements
- safe work practices and procedures
- hazards and control measures associated with operational maintenance of machines/equipment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to perform operational maintenance of machines/equipment. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required

EVIDENCE GUIDE	
	knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operational maintenance of machines/equipment or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

RANGE STATEMENT

conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Machines/equipment	Manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature
Checks	Programmed safety and maintenance checks Adjustments of a limited nature including safety guards, stops, wear pads and tool holders, nipping up glands and adjustment of scrapers and aprons
Consumable components	Air filters, oil wipers, grease containers, tool tips, indicator globes, fluids and lubricants, guides and limit switch actuators

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units	

Competency field

Competency field	Machine and process operations
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MEM14086A Apply mechatronic engineering analysis techniques

Modification History

Release 1 - New unit. Replaces MEM14062A, but not equivalent.

Unit Descriptor

This unit of competency covers the skills needed to undertake a range of mechatronic analyses. The analyses may relate to design or contribution to the design of mechatronic devices or automated plant or be for other purposes, including fitness for purpose evaluations, installation and commissioning, system changes or improvements or other mechatronic engineering-related tasks. It includes application of mechanical, fluid, electrical and controller design and analytical techniques.

Application of the Unit

This unit applies to mechatronic analyses undertaken as part of a mechatronic engineering design or assessment of automated plant or devices for projects, system changes or improvements.

It is suitable for people working as mechatronic or automated system designers and draftspersons and those pursuing careers and qualifications in mechatronic, automation, maintenance or manufacturing engineering. The work may be undertaken individually or as part of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MEM23004A	Apply technical mathematics
MEM23111A	Select electrical equipment and components for engineering applications
MEM23112A	Investigate electrical and electronic controllers in engineering applications
MEM14090A	Integrate mechatronic fundamentals into an engineering task

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element.

Elements and Performance Criteria

1	Investigate mechatronic analysis context and need	1.1	Review the context and negotiate parameters of the engineering design brief in consultation with stakeholders
		1.2	Identify relevant engineering scientific principles and required analysis techniques
		1.3	Investigate life cycle design and sustainability implications of mechatronic design or existing mechatronic systems, devices or equipment
		1.4	Determine specification, documentation and graphical techniques required for analysis
		1.5	Confirm work health and safety (WHS), regulatory requirements, codes of practice, standards, and risk management relevant to mechatronic analysis task
		1.6	Determine available sources for any required technical and professional assistance
2	Apply mechatronic analysis techniques	2.1	Plan, schedule and coordinate the analysis task
		2.2	Create adequate and accurate calculations, preliminary graphics and maintain design process records
		2.3	Evaluate multiple solutions against analysis criteria
		2.4	Integrate mechatronic techniques, hardware and software, including mechanical, fluid, electrical, electronic, controller and networking

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|---|----------------|---|
| | 2.5 | Apply systems thinking, problem solving and decision making |
| | 2.6 | Incorporate professional and technical assistance, as required |
| | 2.7 | Apply specification, documentation and graphical techniques modelling, mock-up or prototyping techniques, where required, to achieve or test solution |
| 3 | Report results | |
| | 3.1 | Record results of analysis |
| | 3.2 | Provide documentation such as calculations, specifications, diagrams, computer-aided design (CAD) files, control circuits and controller programs, mock-ups or prototypes |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating and negotiating with stakeholders and team
- determining or confirming relevance of mechatronic scientific principles and analysis techniques, including principles of:
 - mechanical
 - fluid power
 - fluid dynamics
 - thermodynamics
 - electrical and electronic fundamentals
 - controller and system control and data acquisition (SCADA) or distributed control systems (DCS) programming
 - engineering materials, properties and processes
 - techniques for integration of mechanical, fluid, electrical, electronic, controller and networking elements
- evaluating relevance of WHS, and regulatory requirements, standards and codes of practice
- evaluating multiple solutions against design criteria, risk, sustainability and cost factors

- applying life cycle design and sustainability parameters to analysis task
- planning, scheduling and coordinating the mechatronic analysis task
- solving problems and making decisions with systems thinking approach for contingencies and constraints, and continuous improvement
- integration of hardware and software and mechatronic techniques, such as mechanical, fluid, electrical, electronic, controller and networking
- specifying, documenting and applying graphical techniques, including modelling
- undertaking or supervising mock-up or prototyping techniques, where required, to achieve solution
- creating and maintaining adequate and accurate calculations and analysis process records
- reporting and documenting, results of investigations, application of principles and techniques, calculations, specifications, diagrams, CAD files, mock-ups or prototypes of designs

Required knowledge

Required knowledge includes:

- implications of life cycle design, fitness for purpose evaluation and sustainability for mechatronic analysis process
- mechatronic analysis processes and techniques to investigate, synthesise and develop proposals, evaluate feasibility against design criteria, and review and revise in consultation with stakeholders, team or support functional group
- common model, mock-up and prototyping techniques relevant to mechatronic engineering
- systems thinking, problem solving and decision making, and continuous improvement methods
- WHS and regulatory requirements, codes of practice, standards, risk management and registration requirements with particular emphasis on automation safety requirements
- sources of professional and technical assistance
- procedures for planning, scheduling and coordination of analysis
- hardware requirements of typical mechatronic or automation applications
- engineering mechatronic scientific principles and techniques required for analysis tasks:
 - mechanical
 - fluid power
 - fluid dynamics
 - thermodynamics
 - electrical and electronic fundamentals
 - controller and SCADA or DCS programming
 - engineering materials, properties and processes
 - techniques for integration of mechanical, fluid, electrical, electronic, controller and networking elements
- mechatronic analysis calculations techniques
- software for product planning and design, such as CAD, circuit design, controller

programming and project management

- required documentation prototyping options, including mock-ups, physical and virtual modelling and rapid prototyping

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to apply mechatronic design techniques consistent with a design brief information, relevant standards and conventions.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors must be satisfied that the candidate can competently and consistently:</p> <ul style="list-style-type: none"> • communicate, negotiate and review design brief with stakeholders and team or support functional group • determine or confirm relevant scientific principles and analysis techniques, WHS and regulatory requirements • evaluate multiple solutions • investigate life cycle design and sustainability • plan, schedule and coordinate the design task • integrate mechatronic techniques, hardware and software • solve problems and make decisions with systems thinking for contingencies and constraints, and continuous improvement • define analysis, specify and document and apply graphical techniques, modelling, mock-up or prototyping techniques • create and maintain adequate and accurate calculations and design process records • report and document results and processes.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, then a simulated working environment must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical

	resources should include equipment modified for people with disabilities.
Method of assessment	<ul style="list-style-type: none"> • Assessment must satisfy the endorsed Assessment Guidelines of the MEM05 Metal and Engineering Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure correct interpretation and application. • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. • Assessment may be in conjunction with assessment of other units of competency where required.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Mechatronic engineering analysis</i>	<p>Mechatronic engineering analysis may be required for a variety of reasons, including:</p> <ul style="list-style-type: none"> • design of automated devices and plant • design or evaluation of significant modifications, process changes or improvements • sustainability issues relevant to plant, equipment or processes • fitness for purpose evaluation • installation and commissioning of plant and equipment
<i>Planning processes</i>	<p>Planning processes may include:</p> <ul style="list-style-type: none"> • establishing design parameters and design criteria

	<ul style="list-style-type: none"> • contributing to the negotiation and advice process • preliminary planning, design investigations and costing • identifying design, development, prototyping activities and skills requirements • planning and scheduling design activities • improving, adjusting and rescheduling as required by emergency contingencies and constraints
Analysis process	<p>Designing as a systematic process includes:</p> <ul style="list-style-type: none"> • establish design parameters and criteria • research, measurement, experimentation and investigation • generating ideas • synthesis, problem solving and decision making, and addressing constraints • apply scientific principles, calculation and graphics, prototyping and mock-up techniques • evaluating solutions against design criteria • consultation, adjustments and agreement • finalise design and sign-off
Analysis criteria	<p>Analysis includes relevant technical criteria and may also include criteria relating to:</p> <ul style="list-style-type: none"> • function • aesthetics • manufacturability and maintainability • marketability • sustainability • cost constraints • ergonomics and anthropometrics and physiology • manufacturability, maintainability • facilities, plant and skills available • safety and risk
Sustainability	<p>Sustainability is used to mean the entire sustainable performance of the organisation/plant, including:</p> <ul style="list-style-type: none"> • meeting all regulatory requirements • conforming to all industry covenants, protocols and best practice guides • minimising ecological and environmental footprint of process, plant and product • maximising economic benefit of process plant and product to the organisation and the community • minimising the negative WHS impact on employees, community and customer

Life cycle assessment	<p>Life cycle analysis can be used to improve sustainability of products and services. It may be applied to:</p> <ul style="list-style-type: none"> • all aspects of manufacture of a single product • the entire operations of an organisation • a particular aspect of operations, such as environmental implications
Prototyping	<p>Prototyping may include:</p> <ul style="list-style-type: none"> • mock-ups, physical and virtual modelling with post-processing for computer numeric control (CNC) and rapid prototyping
Appropriate licensed technical and professional assistance	<p>Appropriate licensed technical and professional assistance may include:</p> <ul style="list-style-type: none"> • technical support and advice relating to elements which have intrinsic dangers, such as: <ul style="list-style-type: none"> • high pressure • energised fluid vessels • high temperatures and heat energy capacity • wiring with high current control voltages above extra low voltage • professional support for technologies, such as: <ul style="list-style-type: none"> • specialist electric motor drives and controllers • specialist materials, plastics, metal alloys and nano materials • special processes, foundry, alloy welding, heat treatment, sealing and fastening
WHS, regulatory requirements and enterprise procedures	<p>WHS, regulatory requirements and enterprise procedures may include:</p> <ul style="list-style-type: none"> • WHS Acts and regulations • relevant standards • codes of practice from Australian and overseas engineering and technical associations and societies • risk assessments • registration requirements • safe work practices • state and territory regulatory requirements
Standards and codes	<p>Standards and codes refer to all relevant Australian and international standards and codes applicable to a particular mechatronic analysis task</p>
Systems thinking	<p>Systems thinking refers to the conduct of engineering work in a manner that demonstrates knowledge of how the interaction of different technical systems on equipment, machinery or structures, as well as the skills and techniques of personnel, combine to perform or</p>

	support engineering-related operations, processes or projects. It embraces determining or establishing how the function of each technical system or component, as well as the skills and techniques of personnel, effects or potentially may effect outcomes. Systems should be interpreted broadly within the context of the organisation and depending on the project or operation can include equipment, related facilities, material, software, internal services and personnel, and other organisations in the value chain
Automation safety	Automation safety refers to the reliance on emergency stop, failsafe design, redundancy, interlocks and data integrity. Standards apply to general plant design and use as well as the 'functional safety of safety-related electrical, electronic and programmable electronic control systems'
Mechatronic hardware	<p>Mechatronic hardware may include:</p> <ul style="list-style-type: none"> • mechanical, fluid and electric actuators • power transmission devices • pipes, conduits wires, fittings and connectors • controllers • power interfaces • signal conditioning interfaces
Documentation	<p>Documentation includes:</p> <ul style="list-style-type: none"> • documented calculations • specifications • CAD files • risk analysis • sustainability and life cycle assessments

Unit Sector(s)

Competency field

Unit sector Planning

Custom Content Section

Not applicable.

MEM14088A Apply maintenance engineering techniques to equipment and component repairs and modifications

Modification History

Release 1 (MEM05v9).

Unit Descriptor

This unit of competency covers the skills needed to apply maintenance engineering techniques to equipment or component modification or repair. It includes decision making on the need for repair, replacement or modification and design of any repair or modification. The unit covers maintenance techniques for repair and modification of mechanical, fluid and electrical plant, and facilities in accordance with procedures, work health and safety (WHS) and legislative requirements, and risk management procedures. Documentation of the repair or modification process includes calculations, specifications, computer-aided design (CAD) files, risk analysis, sustainability and life cycle assessments.

Application of the Unit

This unit applies to maintenance-related work where a technical evaluation must occur on whether to repair, replace or modify equipment or components and where engineering design techniques are applied where repair or modification is required. The unit applies across all engineering disciplines and would normally be selected in conjunction with appropriate technical units for the equipment or components being considered for maintenance.

The unit includes reviewing condition analysis and non-destructive test (NDT) reports. However, the conduct of condition analysis and NDT tests is covered by the relevant specialist technical units.

Where an organisation or whole of plant maintenance management systems is being reviewed or considered for change the unit MEM23125A Evaluate maintenance systems, should be selected.

The unit is suitable for people working at a technician level in maintenance-related design drafting or in maintenance-related supervision or management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MEM14092A Integrate maintenance fundamentals into an engineering task

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element.

Elements and Performance Criteria

1	Investigate requirements of equipment or component maintenance task	1.1	Review the context and parameters of the maintenance task in consultation with stakeholders
		1.2	Review equipment or component original design and any subsequent modifications and repairs
		1.3	Review current performance specifications
		1.4	Determine engineering scientific principles and design techniques required for equipment or component maintenance
2	Investigate alternatives of repair, replacement or modification	2.1	Review preventative maintenance system requirements or defect/failure details to determine if replacement is required
		2.2	Review equipment or component condition analysis reports, including the results of any required NDT
		2.3	Review maintenance repair techniques and processes, standard parts, labour and skill requirements
		2.4	Consider life cycle design and sustainability implications of maintenance design and maintenance

- activities
- 2.5 Determine specification, documentation and graphical techniques required to define designs
 - 2.6 Confirm WHS and regulatory requirements, codes of practice, standards, risk management and registration requirements relevant to repair and modification design projects
 - 2.7 Assess the need for technical and professional assistance
 - 2.8 Consider software options for repair and modification design, such as computer-aided design (CAD), stress analysis and project management software
 - 2.9 Decide if repair, replacement or modification is appropriate and seek any necessary approvals
- 3 Apply repair and modification design techniques
- 3.1 Plan, schedule and coordinate the repair or modification design task
 - 3.2 Apply the design process and scientific principles to repair and modification design proposals
 - 3.3 Determine materials, components, maintenance processes, equipment and tools required to implement design
 - 3.4 Create adequate and accurate calculations, preliminary graphics and maintain design process records, including use of software, as appropriate
 - 3.5 Assess repair and modification designs against design criteria
 - 3.6 Apply systems thinking to problem solving and decision making techniques in dealing with contingencies and constraints for continuous improvement and development of design options
 - 3.7 Incorporate professional and technical assistance, as required
 - 3.8 Use specification, documentation and graphical techniques, modelling, mock-up or prototyping techniques, as appropriate, to define repair or modification

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| 4 | Report results | 4.1 | Record results of investigations, application and development of repair and modification design |
| | | 4.2 | Provide appropriate documentation, such as calculations, specifications, diagrams, CAD files, mock-ups or prototypes |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- determining or confirming scientific principles and maintenance design techniques, WHS and regulatory requirements, and design specification requirements required to meet maintenance brief
- evaluating multiple solutions, materials and components, maintenance repair processes and techniques, standard parts, skill requirements, equipment and tools
- investigating life cycle design and sustainability, technical and professional assistance alternatives for repair, replacement or improvement, and software options for maintenance planning and design
- planning, scheduling and coordinating the maintenance task
- applying design process and scientific principles to component and hardware selection and design proposals
- solving problems and making decisions with systems thinking for contingencies and constraints, and continuous improvement
- defining designs, specifying and documenting and applying graphical techniques, modelling, mock-up or prototyping techniques
- creating and maintaining adequate and accurate calculations and design process records
- reporting and documenting results of investigations, application of principles and techniques, calculations, specifications, diagrams, CAD files, mock-ups or prototypes of designs

Required knowledge

Required knowledge includes:

- sustainability implications of maintenance processes, materials and products, including consideration of life cycle analysis
- design processes and techniques

- concurrent engineering techniques, systems thinking, problem solving and decision making, and continuous improvement methods
- WHS Acts and regulations, codes of practice, standards, registration and risk assessment for design, maintenance and prototyping activities
- procedures for planning, scheduling and coordination of maintenance design
- typical maintenance criteria, such as:
 - strength and servicability of repairs compared to original
 - function and aesthetics
 - maintainability and manufacturability
 - preventative maintenance evaluation criteria, such as mean time between failure (MTBF) and failure mode effects analysis (FMEA)
 - required quality, cost and sustainability
- design calculations techniques
- typical maintenance design requirements of various industries
- typical repairs, parts, skills and maintenance processes
- hardware specifications and catalogues
- typical maintenance plant, equipment and tools
- plant condition and maintenance assessment techniques
- typical maintenance techniques and technologies for monitoring, preventative maintenance, online and breakdown maintenance, disassembly, repair, reassembly and recommission
- design calculations layout and documentation for design checking and maintenance records
- design process documentation and reports, including specifications and CAD graphics
- software for maintenance planning and repair and modification design, including CAD and stress analysis software
- software and systems, such as system control and data acquisition (SCADA) and distributed control systems (DCS) for maintenance control and information distribution
- developments in repair and modification design
- options for mock-up, modelling and prototyping

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to apply repair and modification techniques consistent with a
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	design brief information, relevant standards and conventions.
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors must be satisfied that the candidate can competently and consistently:</p> <ul style="list-style-type: none"> • communicate, negotiate and review maintenance brief with stakeholders • determine or confirm scientific principles and design techniques, WHS and regulatory requirements, and design specification requirements • evaluate multiple solutions • investigate life cycle design, sustainability, technical and professional assistance required, and maintenance alternatives for repairs and modifications • plan, schedule and coordinate the maintenance task • solve problems and make decisions with systems thinking for contingencies and constraints, and continuous improvement • define designs, specify and document and apply graphical techniques, modelling, mock-up or prototyping techniques • select components and hardware • create and maintain adequate and accurate calculations and design process records • report and document results and processes.
<p>Context of and specific resources for assessment</p>	<ul style="list-style-type: none"> • This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.
<p>Method of assessment</p>	<ul style="list-style-type: none"> • Assessment must satisfy the endorsed Assessment Guidelines of the MEM05 Metal and Engineering Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure correct interpretation and application. • Assessment may be applied under project-related conditions

	<p>(real or simulated) and require evidence of process.</p> <ul style="list-style-type: none"> • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. • Assessment may be in conjunction with assessment of other units of competency where required.
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Maintenance repair and modification requirements</p>	<p>Maintenance repair and modification requirements may include:</p> <ul style="list-style-type: none"> • scheduled maintenance required under the maintenance management system • unscheduled maintenance as a result of system/component failure • repairs to restore systems/components to operation • modifications to improve system/component reliability or maintainability • maintenance schedule change or equipment or component modification required because of a change in equipment performance requirements (e.g. changed production or product design) • competitive market pressure and ‘lean maintenance’ • changes in available maintenance technology • resources supply (e.g. materials, labour and skills) • introduction or changes to asset technologies (e.g. mechanical, fluid, electrical, electronic and system control) • sustainability relevant to repair and modification design tasks • WHS, risk and applicable standards and code requirements
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<p>Planning processes</p>	<p>Planning processes may include:</p> <ul style="list-style-type: none"> • establishing maintenance parameters and design criteria • contributing to the negotiation and advice process • preliminary planning, investigations and costing • identifying design, development, prototyping activities and skills requirements • planning and scheduling design activities • improving, adjusting and rescheduling as required by emergency contingencies and constraints
<p>Design process</p>	<p>Where equipment or component repair or modification design is required the design process includes:</p> <ul style="list-style-type: none"> • establish design parameters and criteria • research, measurement, experimentation and investigation • generating ideas • synthesis, problem solving and decision making, and addressing constraints • apply scientific principles, calculation and graphics, prototyping and mock-up techniques if required • selection of components and hardware • evaluating solutions against design criteria • consultation, adjustments and agreement • finalise design and sign-off
<p>Design criteria</p>	<p>Design criteria may include:</p> <ul style="list-style-type: none"> • function and fit for purpose • aesthetics • manufacturability and maintainability • sustainability • cost constraints • ergonomics and anthropometrics and physiology • facilities, plant, services and skills available • WHS and risk
<p>Sustainability</p>	<p>Sustainability is used to mean the entire sustainable performance of the organisation/plant, including:</p> <ul style="list-style-type: none"> • meeting all regulatory requirements • conforming to all industry covenants, protocols and best practice guides

	<ul style="list-style-type: none"> • minimising ecological and environmental footprint of process, plant and product • maximising economic benefit of process plant and product to the organisation and the community • minimising the negative WHS impact on employees, community and customer
Life cycle assessment	Life cycle analysis can be used to improve sustainability of repaired or modified equipment or components. It may be applied to all aspects of the repair or modification process
Appropriate licensed technical and professional assistance	<p>Appropriate licensed technical and professional assistance may include:</p> <ul style="list-style-type: none"> • technical support and advice relating to elements which have intrinsic dangers, such as: <ul style="list-style-type: none"> • high pressure • energised fluid vessels • high temperatures and heat energy capacity • wiring with high current control voltages above extra low voltage • professional support for technologies, such as: <ul style="list-style-type: none"> • specialist electric motor drives and controllers • specialist materials, plastics, metal alloys and nano materials • special processes, foundry, alloy welding, heat treatment, sealing and fastening
WHS, regulatory requirements and enterprise procedures	<p>WHS, regulatory requirements and enterprise procedures may include:</p> <ul style="list-style-type: none"> • WHS Acts and regulations • relevant standards • codes of practice from Australian and overseas engineering and technical associations and societies • risk assessments • registration requirements • safe work practices • state and territory regulatory requirements applying to electrical work
Standards and codes	Standards and codes refer to all relevant Australian and international standards and codes applicable to a particular maintenance repair and

	modification design task
Prototyping	Prototyping may include: <ul style="list-style-type: none">• mock-ups, physical and virtual modelling with post-processing for computer numeric control (CNC) and rapid prototyping
Systems thinking	Systems thinking refers to the conduct of engineering work in a manner that demonstrates knowledge of how the interaction of different technical systems on equipment, machinery or structures, as well as the skills and techniques of personnel, combine to perform or support engineering-related operations, processes or projects. It embraces determining or establishing how the function of each technical system or component, as well as the skills and techniques of personnel, effects or potentially may effect, outcomes. Systems should be interpreted broadly within the context of the organisation and depending on the project or operation can include equipment, related facilities, material, software, internal services and personnel, and other organisations in the value chain

Unit Sector(s)

Competency field

Unit sector Planning

Custom Content Section

Not applicable.

MEM15011B Exercise external quality assurance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers liaising with external suppliers, checking for conformance to specifications, assessing the external suppliers and evaluating their goods and/or services.
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Application of the Unit

Application of the unit	<p>This unit applies to evaluating and communicating with a wide range of supplier enterprises to ensure that purchased supplies meet quality standards and that adequate documents are prepared and maintained to standard operating procedures.</p> <p>Band: B</p> <p>Unit Weight: 6</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM15004B	Perform inspection
	MEM15005B	Select and control inspection processes and procedures

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Liaise with external suppliers	1.1. The exact quality requirements are communicated to suppliers. 1.2. Quality assurance system is negotiated and agreed. 1.3. Verification method and systems and procedures for dispute settlement are established and agreed. 1.4. Recording system of procured products or services which ensures traceability is established.
2. Check for conformance to specifications	2.1. The requirements of all relevant documentation including contract specifications, drawings and purchase orders are obtained and understood. 2.2. The conformance of the procured product or service to all of the documented requirements is established.
3. Assess external suppliers	3.1. Assessment and evaluation of suppliers' capability and/or quality system are conducted. 3.2. Suppliers' goods or services are evaluated.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- communicating quality requirements to the supplier
- negotiating quality assurance system
- implementing system for recording and tracing products or services procured
- obtaining and interpreting relevant drawings, specifications, documentation etc.
- checking products/materials or services provided for conformance to documented requirements/ specifications
- assessing supplier capability to provide the required product/material or service
- evaluating supplier quality systems
- evaluating supplier goods or services
- using communication and conflict resolution

Required knowledge

Look for evidence that confirms knowledge of:

- the exact quality requirements of the product/material to be supplied
- the procedures to be followed to ensure the supplier understands the quality requirements
- the requirements of a quality assurance system to ensure the supplied product/material conforms to the quality requirements
- the procedures for negotiating agreements with suppliers
- the procedures for verifying that the agreed quality assurance system is being utilised by the supplier
- techniques for dispute resolution
- the procedures for recording procured products or services
- the means of tracing procured products or services
- the reasons for tracing procured products or services
- the specifications of the product/material to be supplied or service to be provided
- any variations from documented requirements/ specifications
- the procedures for assessing/evaluating a supplier's capability to supply the required product/material or service
- the procedures for evaluating a supplier's quality system
- the procedures for evaluating a supplier's goods or services
- any equipment and techniques required to carry out the evaluation procedures
- hazards and control measures within the scope of this unit
- use and application of personal protective equipment

REQUIRED SKILLS AND KNOWLEDGE

- | |
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| <ul style="list-style-type: none"> safe work practices and procedures |
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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to exercise external quality assurance. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with exercising external quality assurance or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not

EVIDENCE GUIDE	
	require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Quality assurance system	ISO 9000 procedures, Six Sigma procedures, sampling plans of all kinds etc.
Traceability	Unique identification of individual product or batches as appropriate
Assessment and evaluation	Vendor rating procedures, design reviews, audit reports, site surveillance reports, failure reports and concession applications etc.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Quality
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MSACMC411A Lead a competitive manufacturing team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the knowledge and skills needed by people who lead teams in a competitive manufacturing environment. The team may be operating in manufacturing or in a manufacturing support function e.g. maintenance, office, warehousing etc.</p>
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Application of the Unit

Application of the unit	<p>In a typical scenario, the team leader in a <i>competitive manufacturing</i> organisation needs to integrate a range of knowledge and skills. The team leader must lead and assist team members to understand and apply a holistic view of their job and the team's role within the organisation and the objectives that the team must meet as part of the competitive manufacturing system used by the enterprise.</p> <p>This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, planning, organising and self management in order to provide leadership in a competitive manufacturing team. This unit has a strong emphasis on planning and implementation, but also requires an ability to learn from experience and feed new information back into strategies to improve both the team's and own performance.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the development of process and competitive manufacturing knowledge	1.1.Ensure necessary technical documentation and information about the process and <i>competitive manufacturing</i> is available to the team 1.2.Develop mentoring processes for team members 1.3.Structure team activities in a way which facilitates the ongoing development of the skills and knowledge of team members 1.4.Arrange for the provision of workforce development and training for team members as appropriate 1.5.Encourage team members to apply technical knowledge to the process.
2. Facilitate efficiency improvements in team activities	2.1.Ensure <i>budgets, operating procedures</i> and other related documentation is available to the team 2.2.Assist team members apply this information to the process responsibilities of the team 2.3.Encourage team members to identify <i>waste</i>

ELEMENT	PERFORMANCE CRITERIA
3. Resource and encourage a proactive maintenance approach	<p>2.4. Develop an environment where efficiency improvements are recommended by team members</p> <p>3.1. Develop communications between specialists outside the team and team members</p> <p>3.2. Develop strategies to monitor and deal with <i>key reliability issues</i></p> <p>3.3. Resource and encourage team members to identify and take appropriate action on potential equipment problems</p> <p>3.4. Arrange for workforce development and training for team members as required in proactive maintenance procedures and techniques</p> <p>3.5. Involve team members in relating identified problems to the maintenance strategy, and developing any required changes, to ensure awareness, learning and commitment</p>
4. Implement process and organisation improvements	<p>4.1. Plan the implementation of team suggested and externally directed improvements</p> <p>4.2. Facilitate team member commitment to, and involvement in, the implementation planning of improvements and to follow improvements to their conclusion</p> <p>4.3. Encourage the application of the 'plan, do, measure, improve, control' approach to the job</p> <p>4.4. Arrange for workforce development and training as required to facilitate continued team involvement in improvement processes</p> <p>4.5. Involve team and other key personnel in identification of skill needs and means of skills acquisition to fill any identified gaps</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills:

- communication techniques

REQUIRED SKILLS AND KNOWLEDGE
<ul style="list-style-type: none"> • negotiation skills • information finding and analysing/using skills • team work • planning and organising • problem solving
Required knowledge:
<ul style="list-style-type: none"> • understanding of the competitive manufacturing process or processes used at the enterprise

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.</p>	
Overview of assessment requirements	The competent person would be able to lead a competitive manufacturing team and facilitate their improving the process.
What critical aspects of evidence is required to demonstrate competency in this unit?	Evidence of effective team leadership would be required.
In what context should assessment occur?	Assessment needs to occur in an organisation implementing a competitive manufacturing environment or by a project.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit could be assessed concurrently with other team leader units dealing with change/improvement in the organisation.
What method of assessment should apply?	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.</p> <p>Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct</p>

EVIDENCE GUIDE	
	<p>observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.</p> <p>The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.</p> <p>The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment</p>
What evidence is required for demonstration of consistent performance?	Evidence from one significant manufacturing improvement or change process may be sufficient. For less significant improvement or changes, a range of changes will be needed to generate sufficient evidence.
What are the specific resource requirements for this unit?	Access to an organisation implementing a significant change to or in competitive manufacturing.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Competitive manufacturing	<p><i>Competitive manufacturing</i> is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:</p> <ul style="list-style-type: none"> • lean manufacturing • agile manufacturing • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems control and data acquisition software (SCADA), enterprise resource planning systems (ERP), Manufacturing resource planning (MRP),

RANGE STATEMENT	
	<p>and proprietary systems such as SAP etc.</p> <ul style="list-style-type: none"> • statistical process control systems including six sigma and three sigma • just in time, kanban and other pull related manufacturing control systems • supply, value, and demand chain monitoring and analysis • other continuous improvement systems. <p>Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector..</p>
Team	<i>Team</i> may include work teams from all sections of the organisation including production, maintenance, technical, administration/finance, sales/marketing.
Budgets	Budgets include financial, time, materials/product and other business plans which are relevant to the team and the work area.
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within manufacturing, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items <p>Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers.</p>
Key reliability issues	Key reliability issues are typically things like cleanliness, lubrication and correct adjustment which are most likely to lead to failure.

Unit Sector(s)

Unit Sector	CM Change/interpersonal
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corequisite units

Corequisite units	
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Functional area

Functional Area	
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MSACMS401A Ensure process improvements are sustained

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to ensure that the gains which have been made by using improved methods, processes and equipment are sustained as the new base line/standard to the team's area of work and so prevent regression to former practices, or digression to less efficient practices.
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Application of the Unit

Application of the unit	<p>This unit applies to an environment where continuous improvement in a manufacturing enterprise is being undertaken.</p> <p>The team leader or other responsible person then facilitates and implements methods of ensuring that these improvements are sustained.</p> <p>Improvement initiatives can be made by any of any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known.</p> <p>The unit covers ensuring that team members implement the modified processes to ensure the improvements are sustained and opportunities taken to suggest further improvements.</p> <p>This unit requires the application of skills associated with problem solving, initiative and enterprise, planning and organising in order to check and monitor the impacts of change. It also requires communication and teamwork in order to assess the impact of change in a team's area of work. Self management and learning will be used to continuously monitor change influences and adapt improvements according to new information and</p>
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	feedback.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure corrective actions are implemented.	1.1.Liaise with relevant people associated with the anticipated corrective action 1.2.Ensure the supply of resources (equipment, modifications, consumables, people) 1.3.Check occupational health and safety (OHS) impacts of corrective action and take action in accordance with procedures if required 1.4.Ensure workforce has relevant skill level 1.5.Negotiate solutions with relevant people to allow

ELEMENT	PERFORMANCE CRITERIA
	implementation 1.6. Supervise implementation of corrective action 1.7. Monitor implementation of corrective action 1.8. Make required adjustments
2. Verify systems support improvement	2.1. Ensure <i>procedures</i> reflect improvements 2.2. Ensure training and assessment systems reflect improvements 2.3. Liaise with relevant people to ensure their support of the new modified system/s
3. Audit the change	3.1. Determine an appropriate audit period/cycle 3.2. Agree relevant measures/indicators for the improvement 3.3. <i>Measure performance</i> at agreed times using agreed measures 3.4. Investigate the cause/s of under performance 3.5. Take appropriate corrective action to improve performance 3.6. Reaudit the improvement on an agreed basis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills:

- communication/negotiation skills
- teamwork
- basic mathematics
- planning
- problem solving
- analysing.

Required knowledge:

- existing procedures
- modified procedures
- overall process of manufacturing relative to improvements being made
- appropriate measures of performance
- business performance goals sufficient to determine best measures of improved

REQUIRED SKILLS AND KNOWLEDGE

performance.

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.

Overview of assessment requirements	The person will be able to point to improvements which have been made where they have been active in designing and implementing systems for sustaining the improvement.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of having sustained improvements in the workplace and of reviewing these improvements for their real impact.
In what context should assessment occur?	Assessment will need to occur in a workplace where improvements are occurring, or where specific improvement projects are undertaken for the purpose of providing evidence of competence (among other aims). The unit may also be assessed on a project basis in a simulated environment.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with appropriate units on continuous improvement. This unit relates to a team leader ensuring that their team sustains improvements. <i>MSACMS201A Sustain process improvements</i> is a lower level unit for a person's own area of responsibility.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and

EVIDENCE GUIDE	
	<p>colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.</p> <p>The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.</p> <p>The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.</p>
What evidence is required for demonstration of consistent performance?	Evidence should be available from multiple small changes, or from a large change which has had multiple facets implemented over a period of some months.
What are the specific resource requirements for this unit?	Access to a workplace implementing competitive manufacturing strategies, or where improvement projects can be conducted and relevant records is required. No other specific resources are required.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Systems	<p>Systems is used to mean any/all of the equipment, process, procedures and work practices that are used to produce the product.</p> <p>A term often used in this context is:</p> <ul style="list-style-type: none"> • Kaizen - the philosophy of continual improvement, that every process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process.

RANGE STATEMENT	
Procedures	<p>Procedures include all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form.</p> <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP), Responsible Care) and government regulations.</p>
Improvement	<p>Improvement procedures in some enterprises are also known by baka-yoke which is a manufacturing technique of preventing mistakes by designing the manufacturing process, equipment and tools so that an operation literally cannot be performed incorrectly. An attempt to perform incorrectly, as well as being prevented, is usually met with a warning signal of some sort. The term poka-yoke is sometimes referred to as a system where only a warning is provided.</p> <p>Improvements may be sustained by use of technology so that it is impossible to do the job any other way. However, improvements may also be sustained by changes to process or procedures or other changes to the manufacturing system which, if followed, will sustain the change and this unit may be applied to all these situations.</p>
Measuring performance	<p>Measuring performance is not used literally and may mean the personal taking of measurements, or it may mean arranging for measurements to be taken/made by appropriate personnel. The interpretation of the measurements however is to be undertaken personally.</p>

Unit Sector(s)

Unit Sector	CM Systems
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corequisite units

Corequisite units	
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Functional area

Functional Area	
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MSACMT270A Use sustainable energy practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills needed to use and make improvements in sustainable energy practices in production, maintenance and logistics.
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Application of the Unit

Application of the unit	<p>In a typical scenario, a team member will be aware of energy use. Some of this energy use is necessary but typically a large part of energy use is <i>unnecessary waste</i> and so should be eliminated. The team member will observe energy use and ensure it is according to the organisation's plans and will also engage in continuous improvement for energy use.</p> <p>This unit requires the application of skills associated with interpreting workplace information on energy use and using procedures and technology to minimise energy use and waste.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify energy use	1.1. Identify energy consuming processes in relation to own work 1.2. Recognise the type/source of <i>energy</i> consumed
2. Follow energy conservation plans	2.1. Check energy use in accordance with conservation plans 2.2. Identify most efficient or appropriate equipment or procedures to comply with conservation plans 2.3. Identify any uses which do not comply with conservation plans 2.4. Take action in accordance with procedures to bring energy use back in line with conservation plans
3. Improve energy use	3.1. Note any waste of energy use 3.2. Recommend improvements to energy use

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE
Required skills
<ul style="list-style-type: none"> • analysis • basic mathematics • communication • problem solving
Required knowledge
<ul style="list-style-type: none"> • types and sources of energy relevant to the process • basic principles of energy efficiency • process needs for energy

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.</p>	
Overview of assessment requirements	The team member will be able to identify the energy use of any/all parts of the process and recommend better ways of using it.
What are the specific resource requirements for this unit?	Access to an organisation seeking to improve its energy usage.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of conformance to energy usage plans and suggestions for improvement should be available.
In what context should assessment occur?	Assessment needs to be conducted in an organisation where energy is a significant cost component or by use of a project, simulation or case study.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	<p>This unit is related to:</p> <ul style="list-style-type: none"> • <i>MSACMT271A Use sustainable environmental practices</i> - which covers general environmental practices, and • <i>MSACMT670A Develop and manage sustainable energy practices</i> - which covers higher level aspects.

EVIDENCE GUIDE	
What method of assessment should apply?	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment.</p> <p>Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.</p> <p>The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.</p> <p>The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.</p>
What evidence is required for demonstration of consistent performance?	Evidence should be available from the daily routine of the job to show that there is consistent performance.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within manufacturing, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport

RANGE STATEMENT	
	<ul style="list-style-type: none"> • poor process design • inventory • inefficient performance of a process • making defective items. <p>Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers.</p>
Energy	<p>Energy is used to mean all sources of energy used by the process be it electricity, gas or mobile transport fuel. The uses of the energy will also be potentially wide and include heating and cooling, lighting, moving materials (including pumps and conveyors), modifying materials (including cutting, forming, weaving, knitting, reacting, moulding, extruding, mixing), generating pressure/vacuum or providing motive power for equipment and transport.</p>

Unit Sector(s)

Unit Sector	CM Tools
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Co-requisite units

Co-requisite units	
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Functional area

Functional Area	
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MSAENV272B Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This competency covers the outcomes required to effectively measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices.</p> <p>This unit is based on the sustainability guideline standard GCSSUS01A Participate in environmentally sustainable work practices.</p>
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Application of the Unit

Application of the unit	<p>This competency applies to operators/team members who are required to follow procedures so as to work in an environmentally sustainable manner. This ensures regulatory compliance and also aims at minimising environmental risks and maximises the environmental performance of the process and the organisation.</p> <p>It includes:</p> <ul style="list-style-type: none"> • Resources used • Potential environmental hazards • Improving environmental performance (within scope of competency and authority). <p>This competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office, warehouse etc. This unit will need to be appropriately contextualised as it is applied across an</p>
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	organisation and across different industry sectors.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has no prerequisites	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use and environmental issues.	1.1. Identify workplace <i>environmental and resource efficiency issues</i> . 1.2. Identify resources used in own work role. 1.3. <i>Measure</i> and record current usage of resources using <i>appropriate techniques</i> .

ELEMENT	PERFORMANCE CRITERIA
	1.4. Identify and report workplace environmental hazards to appropriate personnel.
2. Comply with environmental regulations.	2.1. Follow <i>procedures</i> to ensure <i>compliance</i> . 2.2. Report environmental incidents to appropriate personnel.
3. Seek opportunities to improve environmental practices and resource efficiency.	3.1. Follow <i>enterprise plans</i> to improve environmental practices and resource efficiency. 3.2. Make <i>suggestions</i> for improvements to workplace practices in own work area.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include the ability to:

- report as required by procedures
- follow procedures and instructions and respond to change
- ask questions and seek clarifications relating to work requirements

Reading and writing is required in order to interpret required procedures and complete required workplace forms/reports.

Numeracy is required to interpret numeric workplace information, readings and measurements, handle data as required and complete numeric components of workplace forms/reports.

Required knowledge

Competency includes sufficient knowledge to:

- have a basic understanding of sustainability
- know the environmental hazards/risks, resource use and inefficiencies associated with own workplace (at an appropriate level)
- know the relevant environmental and resource efficiency systems and procedures for own work area
- know the impact of laws and regulations to a level relevant to the work context

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to follow workplace procedures according to instructions given and to participate in the improvement of environmental and resource efficient work practices at own level of responsibility. Evidence must be strictly relevant to the particular workplace role.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:</p> <ul style="list-style-type: none"> • identify and measure resources used in their job • identify situations likely to lead to an environmental incident • follow procedures related to environmental performance. <p>Consistent performance should be demonstrated. For example, look to see that:</p> <ul style="list-style-type: none"> • work is routinely to procedures • the minimum of resources is used consistent with the job requirements, good practice and the procedures.
<p>Context of and specific resources for assessment</p>	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.</p> <p>Depending on the selected methods of assessment access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans • documentation in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case study/scenarios
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed:</p> <ul style="list-style-type: none"> • by demonstration in the workplace

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • using targeted questioning for appropriate portions • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.</p>
Guidance information for assessment	Assessors need to be aware of any cultural issues that may affect responses to questions. Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Procedures	All operations are performed in accordance with procedures including all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.
Environmental and resource efficiency issues	<p>Environmental and resource efficiency issues include minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by:</p> <ul style="list-style-type: none"> • minimisation of waste, through implementation of the waste management hierarchy

RANGE STATEMENT	
	<ul style="list-style-type: none"> • efficient and effective use of energy and other resources • seeking alternative sources of energy • efficient use of materials and appropriate disposal of waste • use of controls to minimise the risk of environmental damage from hazardous substances • efficient water use • reducing emissions • life cycle analysis applied to issues such as energy supply, materials, transport, production
Measure	<p>Measure should be interpreted in a manner consistent with the scope of the job and may include things like:</p> <ul style="list-style-type: none"> • counting the number of items entering/leaving a work area • reading indicators in the work area • obtaining relevant information from support personnel • other simple means
Appropriate techniques	<p>Appropriate techniques include:</p> <ul style="list-style-type: none"> • material fed to/consumed by plant/equipment • plant meters and gauges • job cards including kanbans • examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data.
Compliance	<p>Compliance includes meeting relevant federal, state and local government laws, by-laws, regulations and mandated codes of practice. It also includes any codes and standards that the enterprise applies voluntarily.</p>
Incidents	<p>Incidents include:</p> <ul style="list-style-type: none"> • breaches or potential breaches of regulations • occurrences outside of standard procedure which may lead to lower environmental performance.
Enterprise plans	<p>Enterprise plans include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste, increase efficiency of water/energy use, minimise environmental hazards
Suggestions	<p>Suggestions include ideas that help to:</p> <ul style="list-style-type: none"> • prevent and minimise environmental risks and maximise opportunities • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • reduce waste • increasing the reusability/recyclability of wastes/products • reduce water usage and/or water wastage.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Competitive manufacturing tools
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Co-requisite units

Co-requisite units	

MSAPCII295A Operate manufacturing equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This competency covers the operation of production equipment and the resolving of routine problems in a simulated or trial manufacturing environment where there is a high degree of direct supervision. This competency is intended to be applied to any item of routine production equipment.</p> <p>This competency can be performed by operators working either independently or as part of a work team.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to a learning and assessment environment where access to normal production operations is not available. A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of direct supervision exists.</p> <p>The unit covers the making of a product or products to meet established quality standards and workplace requirements using routine manufacturing equipment. It includes:</p> <ul style="list-style-type: none"> • checking specifications and work requirements • following established OHS and hazard minimisation procedures • monitoring equipment operation and reporting process variations • checking product for quality and conformity to specifications • dealing with non-conforming products/materials in accordance with procedures • identifying and rectifying/reporting on routine process
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	<p>problems</p> <ul style="list-style-type: none"> • completing pro-forma production logs and reports.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check job requirements.	<p>1.1. Identify <i>workplace</i> requirements by following established <i>procedures</i> and practices</p> <p>1.2. Identify product, materials and <i>equipment</i> requirements for job(s)</p>

ELEMENT	PERFORMANCE CRITERIA
2. Control hazards.	2.1. Identify <i>hazards</i> in the production work area 2.2. Assess the risks arising from those hazards 2.3. Implement measures to control or avoid those risks in line with procedures and duty of care to fellow workers.
3. Prepare equipment for operation as required	3.1. Perform <i>pre-start up checks</i> 3.2. Suspected unusual or non standard product, materials and equipment are reported to an appropriate person 3.3. If required notify other team members on the intended equipment function and start up 3.4. Check/supply materials to equipment as required 3.5. Start up the item of equipment as required 3.6. Bring to specified conditions and build operating rate steadily, checking expected performance at various stages in accordance with procedures
4. Operate equipment	4.1. Monitor <i>equipment operating conditions</i> 4.2. Monitor <i>product characteristics</i> 4.3. Recognise conditions and characteristics which indicate a <i>problem or a potential problem</i> 4.4. Take <i>appropriate action</i> in response to problem or potential problem 4.5. Maintain supply of materials and removal of products as required 4.6. Complete required <i>records</i> 4.7. Keep equipment and work area in a clean, organised and safe condition
5. Prepare equipment for shut down as required	5.1. Perform emergency pause, stop or shutdown as required 5.2. Ensure equipment is free of product or purged as required 5.3. Shut down equipment in accordance with procedures 5.4. Make sure equipment and area is left in a safe condition and ready for <i>need</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- observation
- following procedures for start up, operation and shut down of equipment
- analysis
- problem solving
- communication
- documenting

Required knowledge

- all major components of the equipment and describe the function of each
- principles of equipment operation
- equipment operating parameters
- equipment and product variables and their interactions.
- apply and/or explain:
 - impact of materials and properties
 - start-up and shutdown processes
 - construction and limitations of the equipment
 - out of specification situations
 - distinguish between causes of faults such as:
 - raw materials
 - instrument failure/malfunction
 - electrical failure/malfunction
 - mechanical failure/malfunction
 - variations in product parameters (temperature, flows, pressure&levels).

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

The competent person will be able to carry out the day to day operation of a piece of production equipment, meeting the demands of productivity and quality while resolving routine problems.

EVIDENCE GUIDE	
<p>What critical aspects of evidence is required to demonstrate competency in this unit?</p>	<p>It is essential that the equipment be understood and that the importance of critical material properties, settings and readings is known. Competence must be demonstrated in the ability to recognise and analyse potential or actual problem situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to avoid problems rather than on recovery from a problem.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • process conditions are maintained within limits • quality is monitored to minimise wastage • start-up and shutdown occurs first time • signals and alarms are responded to immediately • process measurements are continually made or observed • all OHS requirements are followed. • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution • pre-start checks are made to ensure equipment is lined up to the plant in accordance with procedures and/or manufacturers specifications. <p>Besides assessing actual operation of manufacturing equipment many aspects may also be assessed using a range of scenarios, case studies or what ifs as the assessment method. These assessment activities should include a range of problems, including new, unusual situations that may have been generated from past history</p>
<p>In what context should assessment occur?</p>	<p>Assessment will need to occur on an operating item of production equipment although some aspects especially problem solving may be assessed through simulation.</p>
<p>Are there any other units which could or should be assessed with this unit or which relate directly to this</p>	<p>This unit could be assessed concurrently with other relevant units.</p>

EVIDENCE GUIDE	
unit?	
What method of assessment should apply?	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.</p> <p>The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.</p> <p>The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.</p>
What evidence is required for demonstration of consistent performance?	<p>Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.</p>
What are the specific resource requirements for this unit?	<p>Access to an operating item of production equipment over an extended time.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Workplace	<p>Workplace for this unit covers a manufacturing environment specifically established for learning introductory manufacturing skills. It may be:</p> <ul style="list-style-type: none"> • a school classroom or workshop equipped to teach manufacturing principles and practices • RTO premises equipped to teach manufacturing principles and practices

RANGE STATEMENT	
	<ul style="list-style-type: none"> an enterprise environment where above average supervision exists and training is occurring. The normal production imperatives have been modified to take into account the training being delivered.
Procedures	<p>Procedures includes all work instructions, standard operating procedures, formulas/ recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of equipment and processes. They may be written, verbal, computer based or in some other form.</p> <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Good Manufacturing Practice (GMP), Responsible Care) and government regulations.</p>
Equipment	<p>Equipment for the purposes of this unit covers routine or common manufacturing equipment suitable for students operating in a simulated or trial manufacturing environment where there is a high degree of direct supervision. examples include but are not limited to:</p> <ul style="list-style-type: none"> guillotines bending and folding machines non CNC lathes, especially bench and training lathes soldering equipment pedestal drills bench grinders
Hazards	<p>Workplace hazards include:</p> <ul style="list-style-type: none"> hazardous materials gases and liquids under pressure moving machinery cutting edges electrical equipment materials handling environments subject to heat, noise, dusts or vapours.
Pre-start up checks	<p>Pre-start up checks include:</p> <ul style="list-style-type: none"> visual checks

RANGE STATEMENT	
	<ul style="list-style-type: none"> • completing checklists • checking that safety guards, gates etc are in position and are operational • other checks required by standard operating procedures and manufacturer's instructions
Equipment operating conditions	<p>Equipment operating conditions will be monitored using a range of techniques including:</p> <ul style="list-style-type: none"> • monitoring of measured or indicated data as shown by gauges, charts etc., (eg. speed, hours on line, pressure, temperature, flow, vibration) • the senses of smell, sight, sound and feel as appropriate.
Product characteristics	<p>Product characteristics includes:</p> <ul style="list-style-type: none"> • product quality • production rate • defect rate
Problem/potential problem	<p>Problem/potential problem includes:</p> <ul style="list-style-type: none"> • changes to operating conditions • adverse changes to product characteristics • adverse changes to waste
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> • making adjustments in accordance with procedures • stopping the equipment in accordance with procedures • reporting to appropriate person.
Records	<p>Records include:</p> <ul style="list-style-type: none"> • log sheets/books • job/work sheets • electronic/paper records • verbal/voicemail/email reports
Need	<p>Need includes:</p> <ul style="list-style-type: none"> • leaving the equipment ready for restart • leaving it safe for maintenance • preparing for a medium/long term shut down

Unit Sector(s)

Unit sector	Manufacturing Pathways
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSAPCII297A Make an object from cloth using an existing pattern

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit of competency has been primarily developed for use in a simulated or trial manufacturing environment where there is a high degree of direct supervision.</p> <p>It covers the skills required to make an object from cloth (such as basic decorative items or clothing) following the requirements of an identified pattern. It may or may not require machinery.</p> <p>The elements of this unit should always be assessed in conjunction with other units that relate to the requirements of a specified work or job function</p> <p>Training and assessment against this competency unit must incorporate all relevant OHS and related legislative requirements.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to a learning and assessment environment where access to normal production operations is not available . A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of supervision exists.</p> <p>The unit applies to the construction of a cloth item that does not require complex sewing or finishing or the development of a pattern. Typical items include tablecloths, hats, towels, cushions, BBQ covers, place mats, cloth bags, scarves, wall hangings, external awnings, and cloth pencil or tool cases.</p> <p>The unit should be regarded as an integrating unit which</p>
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	<p>has application in Certificate I and II qualifications that act as general introductory qualifications to manufacturing industry. It should be applied to a specific 'project' or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of clothing manufacturing industry and/or organisation.</p> <p>When delivered and assessed as part of a qualification the unit should be customised to ensure its relevance to a real or simulated work activity and related workplaces and must be delivered and assessed over a period of time.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify job requirements	1.1. Job requirements for making the <i>object from cloth</i> are identified from <i>work instructions</i> 1.2. Instructions for designing and sequencing of work are considered 1.3. Particular measurements or adjustments are interpreted and mapped out 1.4. <i>OH&S requirements</i> are considered, planned for and observed
2. Prepare for work	2.1. <i>Suitable work area</i> is selected for the task 2.2. Appropriate <i>tools, equipment and materials</i> are selected 2.3. <i>Potential hazards</i> are identified from observation of the tools, equipment, materials 2.4. Required tools and materials are laid out in sequence according to job requirements and work instructions 2.5. Equipment, if required, is checked and adjusted in accordance with workplace procedure
3. Create work	3.1. Fabric is measured, cut and laid out according to specifications 3.2. Fabric is secured or sewed according to quality requirements 3.3. Work is checked against patterns and work sheets at the identified checkpoints 3.4. Non-conformity with the required pattern or quality standard is rectified.
4. Complete work	4.1. Completed work is checked against required quality standards 4.2. Documentation is completed following workplace <i>reporting procedures</i> 4.3. Work area is cleaned, tools and equipment are returned to storage 4.4. Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organize and understand information related to basic plans and safety procedures
- coordinate work
- plan and organise activities
- work with others
- the ability to ask for limitations and ask for help where needed; and
- use mathematical ideas and techniques to correctly complete measurements and calculate areas and estimated materials requirement

Required knowledge

- workplace procedures and work instructions
- organisational structure
- evaluation and review procedures;
- creative thinking techniques.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What critical aspects of evidence are required to demonstrate competency in this unit?

- identify appropriate materials for use in making cloth items, and any special sewing or handling requirements for those materials.
- apply safe operating and handling practices for equipment, products and materials.
- interpret work order and locate and apply relevant information.
- use patterns select and use tools and equipment appropriate to the task.
- follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment or products
 - maintain required production output and product

EVIDENCE GUIDE

	<p>quality</p> <ul style="list-style-type: none"> • minimise the risk of injury to self or others. • work effectively with others. • modify activities to cater for variations in workplace contexts and environment. • report process or materials faults, damaged products or equipment. <p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • follow workplace procedures for hazard identification and risk control • use relevant personal protective clothing and equipment • communicate effectively with others as required when following safety procedures <p>Performance is demonstrated consistently over a period of time and in a suitable range of contexts</p> <p>Consistently applies required knowledge and skills when completing workplace hazard prevention tasks and following relevant procedures:</p> <p>Consistently shows evidence of application of relevant workplace procedures, policies, instructions and regulations, including:</p> <ul style="list-style-type: none"> • OHS regulations and hazard prevention policies and procedures • relevant manufacturer's guidelines relating to the operation and use of equipment <p>Action is taken promptly to report and/or rectify any safety incidents in accordance with workplace procedures</p> <p>Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>Work is completed systematically with required attention to detail without damage to goods, equipment or personnel</p>
Context of assessment	<p>Assessment may occur on the job or in a workplace simulated facility with relevant equipment, materials, and work instructions and specifications.</p> <p>Assessment of this unit must be carried out or managed</p>

EVIDENCE GUIDE	
	<p>by a registered training organisation:</p> <p>Assessment of knowledge must be conducted through appropriate written/oral examinations</p> <p>Appropriate practical assessment must occur:</p> <ul style="list-style-type: none"> • in suitable simulations of a work environment organised by the registered training organisation, and/or • in an appropriate workplace
Specific resources required for assessment	<p>Access is required to opportunities and appropriate resources to either:</p> <ul style="list-style-type: none"> • carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to work safely (usually as part of a holistic assessment involving other competency units), and/or • participate in actual workplace activities that demonstrate the skills and knowledge to work safely

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
What does an object from cloth include?	<p>An object from cloth is a cloth item that does not require sewing of complex shapes or finishing or the development of a pattern and may include:</p> <ul style="list-style-type: none"> • basic cushions • soft tableware such as placemats or serviettes • basic clothing such as a scarf, simple cloth hat not requiring blocking or a circle skirt, • a basic carry bag • handkerchief • tea towel • wall hanging

RANGE STATEMENT	
	<ul style="list-style-type: none"> pencil case
What are the work instructions?	<p>Work instructions may include:</p> <ul style="list-style-type: none"> job sheets including number and type of objects to be produced patterns for making an object from cloth plans drawings and sketches operating instructions for equipment including safety procedures designer instructions quality requirements verbal directions from a supervisor or instructor
What do OH&S requirements include?	<p>OH&S requirements may include:</p> <ul style="list-style-type: none"> legislation regulations material handling instructions including hazardous and dangerous goods codes local safe operating procedures specific workplace rules and regulations regarding personal protective wear and equipment
What is a suitable work area?	<p>A suitable work area may include:</p> <ul style="list-style-type: none"> a bench top or desk a sewing or layout table a sewing table with a sewing machine
What are tools, equipment and materials?	<p>Tools and equipment may include:</p> <ul style="list-style-type: none"> measuring equipment such as tapes and rulers calculating equipment such as calculators and computers general cutting and sewing tools including scissors, drills, sewing machines, hemming machines, glue guns personal protection equipment <p>Materials may include:</p> <ul style="list-style-type: none"> plain and patterned fabric velvet threads

RANGE STATEMENT	
	<ul style="list-style-type: none"> • wadding • foam • tape • fasteners including buttons and hooks
What are potential hazards?	Potential hazards may include broken or faulty equipment, damaged needles, a lack of lighting, untidy working conditions, wet or slippery floors, improperly secured sewing machines, damaged or frayed electrical cables and connections,
What are reporting procedures?	<p>Workplace reporting procedures may include:</p> <ul style="list-style-type: none"> • completing necessary paperwork • communicating with a supervisor or key person that you are completed with the task • reporting, accidents, injuries and faulty equipment or materials • filing necessary paperwork

Unit Sector(s)

Unit sector	Manufacturing Pathways
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSAPCII298A Make an object from metal

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This competency standard covers the skills required to make an object from metal in accordance with the requirements of an established design and in a simulated or trial manufacturing environment where there is a high degree of direct supervision.</p> <p>The elements of this unit should always be assessed in conjunction with other units that relate to the requirements of a specified work or job function.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to a learning and assessment environment where access to normal production operations is not available. A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of supervision exists.</p> <p>This unit applies to the manufacture of a simple metal object such as: small decorative box, with or without a lid; desk pencil holder; metallic photo album; cabinet; shelving; CD rack; metallic picture frame etc.</p> <p>Training and assessment against this competency unit must incorporate all relevant OHS and related legislative requirements.</p> <p>The unit should be regarded as an integrating unit which has application in Certificate I and II qualifications that act as general introductory qualifications to manufacturing industry. It should be applied to a specific 'project' or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of the particular sector of the Manufacturing industry and/or</p>
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	organisation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify job requirements	1.1. Specifications for <i>metal</i> item are identified from <i>work instructions</i> 1.2. Design is interpreted to determine process, tool, equipment and materials requirements 1.3. <i>OH&S requirements</i> are considered and observed

ELEMENT	PERFORMANCE CRITERIA
	throughout the <i>workplace</i>
2. Prepare for work	<p>2.1. <i>Suitable work area</i> is selected for the task</p> <p>2.2. Work area is prepared according to OH&S and ergonomic requirements</p> <p>2.3. <i>Appropriate tools, equipment</i> and <i>materials</i> are selected in accordance with the specifications determined for the work</p> <p>2.4. Equipment and machinery is cleaned, checked, and prepared for operation in accordance with OH&S requirements and workplace procedure</p> <p>2.5. <i>Potential hazards</i> associated with the use of tools, equipment, materials and the workplace are identified and steps taken to eliminate them in accordance with OH&S legislative requirements and established workplace procedures.</p> <p>2.6. Where required, <i>records</i> are kept in accordance with workplace requirements</p>
3. Produce work	<p>3.1. Dimensions are transferred from job specifications and/or drawings or sketches and material is marked out to conform to <i>specifications</i> and templates are <i>formed</i> using appropriate machinery or tools</p> <p>3.2. Edges and surfaces are <i>prepared</i> according to specifications.</p> <p>3.3. Components are <i>joined</i> according to project requirements</p> <p>3.4. Work is checked for conformance with specifications.</p> <p>3.5. Non-conformity with specifications or quality standard is <i>rectified</i></p> <p>3.6. Work is <i>finished</i> according to specifications and quality standards</p>
4. Complete work	<p>4.1. Completed work is checked against required quality standards</p> <p>4.2. Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures</p> <p>4.3. Work area is cleaned, tools and equipment are returned to storage</p> <p>4.4. Where required, documentation and records are completed and maintained following workplace procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- apply occupational health and safety standards
- observe relevant statutory requirements and codes of practice
- use, update and where appropriate produce sketches and basic drawings
- select materials and resources
- use and apply basic quality standards
- apply quality procedures
- communicate effectively
- communicate ideas and information to obtain confirmation of work requirements and specifications, coordination with other workers and the reporting of work outcomes and problems.
- collect, organise and understand information related to work orders, basic plans and safety procedures.
- plan and organise activities, including preparation for work and obtaining equipment and materials.
- work with others and in a team to optimise efficient workflow and productivity.
- apply pre-checking and quality techniques to anticipate construction problems, avoid reworking and avoid wastage.
- use of routine workplace tools, equipment, materials and measuring devices.

Depending on the object to be made required skills may also include:

- use cutting and heating equipment
- use of mechanical cutting equipment
- use of workshop plant and equipment
- use of hand and portable power tools

Required knowledge

- the interpretation of a plan representing the product to be made
- the concept of workflow and its relation to manufacture of objects
- identification of appropriate hand and power tools, materials, equipment, processes and procedures.
- occupational health and safety standards and practices.
- relevant statutory requirements and codes of practice
- hand and portable power tools and their application
- mechanical cutting techniques

REQUIRED SKILLS AND KNOWLEDGE

- paints, sealants and glues
- jigs and templates
- workshop plant and equipment
- manufacture and assembly techniques
- common materials used in the manufacture of metal objects
- mathematical techniques
- communication principles

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Knowledge and application of relevant sections of:

- occupational, health and safety legislation; statutory legislation;
- enterprise/site safety procedures;
- enterprise/site emergency procedures
- preparation and planning of work
- lay out, marking off/out and developing techniques and procedures
- fabrication techniques
- shaping techniques
- cutting techniques
- perform normal operator maintenance of work area to enable work to be conducted safely and efficiently
- relevant standards and procedures
- completion of work procedures

Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, materials, work instructions and deadlines.

Specific resources required for assessment

Access to plans, hand and/or power tools, equipment, materials and a work area.

Access is required to opportunities and appropriate

EVIDENCE GUIDE

	<p>resources to either:</p> <ul style="list-style-type: none"> • carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to work safely (usually as part of a holistic assessment involving other competency units; and/or • participate in actual workplace activities that demonstrate the skills and knowledge to work safely
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

What can metal include?	<p>Metal <i>may include</i>:</p> <ul style="list-style-type: none"> • mild steel • galvanised steel • stainless steel • aluminium • brass
What can object from metal include?	<p><i>An object from metal can include</i>:</p> <ul style="list-style-type: none"> • a small decorative box, with or without a lid • desk pencil holder • metallic photo album • cabinet • shelving • CD rack • metallic picture frame.
What are the work instructions?	<p><i>Work instructions may include</i>:</p> <ul style="list-style-type: none"> • job sheets • patterns • plans • drawings and sketches

RANGE STATEMENT	
	<ul style="list-style-type: none"> • verbal or illustrated directions from supervisor • number and type of objects to be produced • quality requirements. • OH&S requirements • environmental requirements
What can OH&S requirements include?	<p><i>OH&S requirements may include:</i></p> <ul style="list-style-type: none"> • legislative requirements • hazardous and dangerous goods codes • safe operating procedures • specific workplace rules regarding personal protective wear and equipment such as disposable overalls, dust mask, eye and ear protection and gloves.
Workplace	<p>Workplace for this unit means a manufacturing environment specifically established for learning introductory manufacturing skills. It may be:</p> <ul style="list-style-type: none"> • a school classroom or workshop equipped to teach manufacturing principles and practices • RTO premises equipped to teach manufacturing principles and practices • an enterprise environment where above average supervision exists and training is occurring. The normal production imperatives have been modified to take into account the training being delivered.
What can a suitable work area include?	<p><i>A suitable work area may include:</i></p> <ul style="list-style-type: none"> • workbench • desk or table • workshop • shed • durable space
What can appropriate tools, equipment and materials include?	<p><i>Appropriate tools</i> will vary according to the project, but may include:</p> <ul style="list-style-type: none"> • measuring tapes or rulers • hammers • mallets • squares • bevels • chisels

RANGE STATEMENT	
	<ul style="list-style-type: none"> • files • planes • hand saws • cordless drills/ screwdrivers • fixing and joining devices • jigs • clamping devices • pincers <p><i>Appropriate equipment</i> could include:</p> <ul style="list-style-type: none"> • power saws • power drills • band saws • vertical drill presses • protective eye ware • protective gloves • dust masks • overalls or protective clothing <p><i>Appropriate materials</i> could include:</p> <ul style="list-style-type: none"> • metal • adhesives • screws • nuts • bolts • hinges and metal fasteners • pencils and markers • paints.
What potential hazards include?	<p><i>Potential hazards</i> may include:</p> <ul style="list-style-type: none"> • broken or faulty equipment • unnoticed sharp objects • poor lighting • inadequate ventilation • inadequate attention to the activities of others • electrical shortages and power overload • disorganised or cluttered workspace (poor housekeeping) • poor attention when dealing with tools and equipment. • environmental chemicals, heat, dust, noise, gas and oil.

RANGE STATEMENT	
What could records include?	<p><i>Records</i> could include:</p> <ul style="list-style-type: none"> • plant and maintenance records • job cards • check sheets • reporting requirements • documenting equipment and/or material defects • workplace procedures relating to the use of tools and equipment.
What could specifications include and what does it mean for materials to be formed?	<p><i>Specifications</i> could include:</p> <ul style="list-style-type: none"> • measurements and dimensions • forming methods could include cutting, bending, rolling, beading.
What is involved in making sure edges and surfaces are prepared?	<p><i>Preparing edges and surfaces</i> could include:</p> <ul style="list-style-type: none"> • filing • sanding • cleaning • grinding • polishing
What is involved in making sure metal pieces are joined?	<p><i>Joining metal pieces</i> could include attaching pieces together with:</p> <ul style="list-style-type: none"> • screws, rivets, nuts and bolts • hinging • soldering
What is involved in making sure non-conformities are rectified?	<p><i>Rectifying non-conformities</i> could involve:</p> <ul style="list-style-type: none"> • deconstructing the assembled pieces • reshaping /resizing or re-cutting elements • reassembling elements.
What is involved in making sure work is finished?	<p><i>Finishing work</i> can include:</p> <ul style="list-style-type: none"> • filing • polishing • grinding • painting and decorating.

Unit Sector(s)

Unit sector	Manufacturing Pathways
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSAPMOHS210B Undertake first response to non-fire incidents

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit deals with recognising and responding to an emerging incident (except for fire) to provide an appropriate first response
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Application of the Unit

Application of the unit	This competency applies to operators who are required to respond to an incident such as a leak, spill or other incident. The worker is not expected to deal with the emerging incident, but to provide an initial first response in order to contain the incident and/or secure the immediate area in order to minimise resultant damages and loss. In this unit it is assumed that the worker is acting according to established workplace procedures.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Pre-requisite Units	

Employability Skills Information

Employability Skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess level of severity.	1.1. Recognise an incident has occurred or is about to occur. 1.2. Access hazard information as appropriate. 1.3. Assess frequency, duration, actual and potential outcome. 1.4. Evaluate and communicate in a timely and appropriate manner the location, nature and extent of the incident.
2. Undertake routine response to minimise affect of the incident.	2.1. Determine first response requirements to contain the incident or evacuate the affected areas. 2.2. Select the appropriate response from the incident procedures and equipment. 2.3. Apply incident procedures as appropriate. 2.4. Clear and secure the incident area. 2.5. Safely locate, access and operate incident response equipment.
3. Notify responsible authorities.	3.1. Follow incident reporting procedures. 3.2. Identify appropriate authorities and notify. 3.3. Clearly and unambiguously communicate information concerning the incident in a timely manner.
4. Undertake safe evacuation.	4.1. Evacuate the area in a safe and controlled manner when first response has failed to control the incident or has proven inappropriate. 4.2. Secure the immediate area of the incident to ensure no further loss occurs to people, equipment, materials, process and environment.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Competence includes the ability to apply and explain procedures for:

- identifying hazard and emergency signs and labels
- evacuation of different areas
- operating various pieces of incident response equipment
- communicating details of an incident situation clearly.

Language, literacy and numeracy requirements

- This unit requires the ability to respond to data and information indicating an incident.
- Writing is required to the level of completing required workplace forms and reports.
- Numeracy is required to the level of interpreting and reporting relevant data.

Required knowledge:

- Knowledge and understanding of the incident response procedures and equipment, sufficient to recognise standard and non-standard situations and then determine the appropriate action which is consistent with operating guidelines.
- Knowledge of the relevant OHS and environmental requirements, and organisation standard operating procedures is required along with an ability to implement them in a manner that is relevant to incident response practices.
- Evidence of knowledge of all relevant workplace procedures will include:
 - principles of operation of the incident response equipment
 - hazards policies and procedures
 - incident, fire and accident procedures
 - procedures for the use of personal protective clothing and equipment
 - organisation standard operating procedures (SOPs).

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 the Training Package.

Overview of assessment

The unit will be assessed in as holistic a manner as is

EVIDENCE GUIDE	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.</p> <p>Assessment will occur with simulated industrial incidents and will be undertaken in a work-like environment.</p> <p>It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:</p> <ul style="list-style-type: none"> • recognise and analyse potential situations requiring action • implement the appropriate corrective action. <p>The reasoning process behind the problem analysis and determining the required actions should be assessed. The emphasis should be on the ability to minimise the affect of an incident situation.</p> <p>Consistent performance should be demonstrated. For example, look to see that:</p> <ul style="list-style-type: none"> • incident situations are recognised and communicated promptly • action is taken to ensure that the effects of the incident situation are controlled promptly • potential to involve others in the incident is recognised and appropriately communicated • incident procedures are understood and followed. <p>These aspects may be best assessed using a range of scenarios/case studies and 'what ifs' as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and extreme situations that may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities (eg HAZOP) and similar sources.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment for this unit will be on a processing plant or in a manufacturing environment.</p> <p>Assessment will require access to an operating plant or manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of</p>

EVIDENCE GUIDE

<p>Method of assessment</p> <p>Guidance information for assessment</p>	<p>situations. A bank of scenarios/case studies/what ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.</p> <p>This unit requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.</p> <p>In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p> <p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>PMPOHS200 Participate in workplace safety procedures</i> • <i>PMASUP220 Monitor and control environmental hazards.</i> <p>Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.</p> <p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p>
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency covers all emerging incidents except for fire.
Procedures	<p>All operations are performed in accordance with procedures.</p> <p>Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.</p> <p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>
Tools and equipment	<p>This competency includes use of equipment and tools as required for the situation such as:</p> <ul style="list-style-type: none"> • personal protective equipment such as breathing apparatus • incident response equipment such as hand held extinguishers, hose reels, fire blankets • evacuation equipment • survival equipment • standard operating procedures (SOPs) • external personnel such as: <ul style="list-style-type: none"> • police • fire brigade • ambulance.
Hazards	<p>Typical hazards include:</p> <ul style="list-style-type: none"> • chemicals and hazardous materials • gases and liquids under pressure • moving machinery • materials handling • working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours.
Problems	<p>'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'.</p> <p>Typical process and product problems may include:</p> <ul style="list-style-type: none"> • accidents • chemical or oil spills

RANGE STATEMENT	
	<ul style="list-style-type: none"> • gas leak or vapour emission • utilities failure • bomb scares.
Personnel	<p>Appropriate personnel for OHS referrals may include:</p> <ul style="list-style-type: none"> • employer • supervisor • employees elected as incident team leader • other personnel with incident team leader responsibilities.
OHS issues	<p>OHS issues which may need to be raised by workers with designated personnel may include:</p> <ul style="list-style-type: none"> • recognition of different types of emergencies • problems encountered in control measures and implementation • observation on injury and/or incident occurred in the workplace.
Required functions	<p>Required functions include:</p> <ul style="list-style-type: none"> • containment of incident, eg chemical/oil spill or gas/vapour leak • communication with internal and external personnel.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit Sector

Competency field

Competency Field

Co-requisite units

Co-requisite Units		

MSAPMOHS300A Facilitate the implementation of OHS for a work group

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

On completion of this unit, the worker will be able to implement and monitor defined OHS policies and procedures for a work group or area, within their scope of responsibilities.

Application of the Unit

Application of this unit

This competency applies to operators who are capable of coaching the team in participating and contributing to OHS management issues. The worker will be able to perform duties that are required of a safety committee member or safety representative in an organisation.

Typically this worker might be a team leader or on the OHS committee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has the prerequisite of *MSAOHS200A Work safely*.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Communicate OHS information for co-workers in team.	1.1 Accurately and clearly explain to the work group basic OHS rights, responsibilities and requirements. 1.2 Provide, in a readily accessible manner, information on the relevant organisation OHS policies, procedures and programs, and accurately and clearly explain them to the work group. 1.3 Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures, and accurately and clearly explain them to the work group.
2. Coach co-workers in team.	2.1 Establish mutual support groups, eg buddy system, to encourage effective development of individual and group competencies in OHS. 2.2 Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.
3. Facilitate the consultative process.	3.1 Deal with, and promptly resolve, issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures. 3.2 Seek input from work group on OHS issues and proposed changes to process, procedures or work place. 3.3 Encourage and use feedback from individuals and teams to identify and implement improvements in the

ELEMENT ELEMENT	PERFORMANCE CRITERIA
	<p>Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.</p> <p>management of OHS.</p> <p>3.4 Promptly inform the work group of the outcomes of consultation over OHS issues.</p>
<p>4. Implement and monitor organisation procedures for identifying hazards, and assessing and controlling risk.</p>	<p>4.1 Implement and monitor adherence to work procedures to identify hazards and assess and control risk.</p> <p>4.2 Monitor existing risk control measures and report results regularly.</p> <p>4.3 Access internal and external sources of relevant OHS information.</p> <p>4.4 Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control, and report to designated personnel.</p> <p>4.5 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel.</p> <p>4.6 Identify actual/potential inadequacies in procedures and report to designated personnel.</p> <p>4.7 Identify actual/potential inadequacies in individual or team competency and report to designated personnel.</p>
<p>5. Maintain and use OHS records.</p>	<p>5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of occupational injury and disease.</p> <p>5.2 Use aggregated information from the area OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the workplace OHS system and State OHS legislative requirements, codes of practice and relevant industry standards sufficient to implement and monitor OHS activities for a work group or area within the scope of their responsibilities and competencies.

In these industries which are characterised by high potential hazard, employees need to exercise their duty of care responsibilities not only within the general OHS Acts and regulations, but also within those State and national standards applying to hazardous substances, dangerous goods and major hazards.

Competence includes the ability to apply and describe the:

- identification of hazards in the workplace and standard controls
- assessment of risk and implementation of risk control measures
- rights and responsibilities of employees under OHS legislation
- obligations of employers under the OHS legislation
- legislative requirements for information and consultation
- arrangements for consultation within the workplace
- management systems and procedures for OHS
- the hierarchy of control
- hazard policies and procedures
- safety procedures
- emergency, fire and accident procedures.

Competence also requires the ability to:

- locate, understand and follow workplace OHS procedures
- identify and communicate with all key personnel in the organisation
- identify and access relevant sources of information
- interpret OHS data such as tables of numbers and graphs
- select, recommend and use personal protective clothing and equipment.

Language, literacy and numeracy requirements

This unit requires the ability to communicate with members of the work team/area and also management. It also requires the ability to interpret and apply OHS procedures and explain them to work team members.

Writing is required to the level of being able to keep records as required and also keep notes from meetings.

Numeracy is required to interpret incident statistics and hazard data.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.

Where the assessee does not currently possess evidence of competency in *MSAOHS200A Work safely*, it may be co-assessed with this unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- communicate effectively with the work group(s)
- proactively promote consultation and participation in the OHS processes
- participate in decisions which impact on OHS for their workgroup.

Consistent performance should be demonstrated. In particular look for knowledge and understanding of:

- specific hazard policies and the use of hazard procedures (eg identify, assess, control)
- the consultation processes, either general or specific to OHS
- OHS information
- OHS record keeping
- counselling, disciplinary and issue resolution processes.

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should cover a range of problems, including new, unusual and extreme situations that may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities and similar sources.

Assessment method and context

Assessment for this unit of competency will be on a processing plant or in a manufacturing environment.

Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Specific resources for assessment

Assessment will require access to an operating plant or manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as will a bank of questions that will be used to probe the reasoning behind the observable actions.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit describes OHS requirements applicable for all workers who are responsible for the organisation of OHS arrangements for a work group or area, including coaching.

It is expected that workers will be provided with clear directions, information, instruction, training and appropriate supervision regarding the relevant State/Territory OHS legislation, codes of practice, relevant industry standards, workplace procedures and work instructions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include:

- handling chemicals and hazardous materials
- chemical and or hazardous materials spillage
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- fire and explosion.

Personnel

Appropriate personnel for OHS referrals may include:

- employer
- supervisor
- employees elected as OHS representatives

- other personnel with OHS responsibilities.

Participative arrangements

Participative arrangements for OHS management may involve:

- making safety suggestions
- information sessions on existing or new issues
- meetings between employer and employees or representatives
- access to relevant workplace information
- use of clear and understandable language.

OHS Issues

OHS issues which may need to be raised by workers with designated personnel may include:

- recognition of hazards
- problems encountered in controlling risks associated with hazards
- clarification of understanding of OHS policies and procedures.

OHS Records

OHS records include:

- hazard and incident reports
- logs/logs sheets
- inspection/start up/shut down checklists
- injury reports
- maintenance records.

OHS Information Sources

Relevant sources of OHS information include:

- OHS legislation and codes of practice
- industry standards for materials, process, equipment etc
- SA/ISO standards
- OHS authorities
- unions and industry associations
- internet, journals, magazines
- manufacturer/supplier manuals/specifications
- policies and procedures
- JSA, risk assessments, HAZOPs
- hazard, incident and injury records
- training resources
- employee information brochures, newsletters etc
- OHS reports such as inspections, technical reports.
-

Unit Sector(s)

Not applicable.

MSAPMOPS400A Optimise process/plant area

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the ability to optimise the process performance of a complete plant area. It includes ensuring that production systems comply with Health, Safety and Environment (HSE) requirements, that process, plant and equipment utilisation is planned and carried out, and that problems are solved to fully meet operational needs and ensure that production of finished goods meets customer requirements.

Application of the Unit

Application of this unit

This competency requires the application of detailed operational and process knowledge, including the principles of operation of equipment, and the chemistry and/or physics and/or biology/biochemistry of changes to materials occurring during processing. It embodies a significant breadth and depth of technical knowledge and process understanding.

Assessment of this competency should ensure that the applicant can apply this knowledge to a process, and should typically rely on the applicant undertaking, or leading, a significant process improvement project.

This competency is typically performed by a senior operator, team leader or frontline manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has prerequisites of

- MSAPMSUP390A Use structured problem solving tools
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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1. Analyse and evaluate current plant, equipment and processes.	1.1 Compare actual process, plant and equipment performance with requirements and/or historical data/records and/or design performance. 1.2 Identify abnormal or sub-optimal process, plant and equipment performance. 1.3 Identify hazards associated with the plant and equipment. 1.4 Collect and evaluate product, materials and/or process records to determine possible causes for sub-optimal performance. 1.5 Use appropriate techniques to rank possible causes from most to least probable cause.
2. Develop plan for corrective and/or optimisation action.	2.1 Analyse cause(s) to determine appropriate corrective action. 2.2 Predict the impact of a change in one unit/area on other related plant units/areas. 2.3 Predict the impact of a change on health, safety and environmental performance 2.4 Develop measurable objectives and evaluate alternatives.

ELEMENT ELEMENT	PERFORMANCE CRITERIA
	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.</p> <p>2.5 Identify requirements to implement change.</p> <p>2.6 Consult with stakeholders regarding planned changes and impacts.</p> <p>2.7 Develop optimisation plan taking account of hazards identified and HSE implications and communicate to appropriate personnel.</p> <p>2.8 Evaluate optimisation action to determine measures of effectiveness.</p>
3. Coordinate corrective and/ or optimisation action plan	<p>3.1 Coordinate all appropriate unit areas and operations in order to rectify problem causes in process, plant and equipment performance.</p> <p>3.2 Initiate and/or implement all required corrective/optimisation actions.</p> <p>3.3 Communicate corrective/optimisation outcomes to all relevant personnel.</p> <p>3.4 Implement procedures/systems to eliminate possible future causes.</p> <p>3.5 Record and maintain log of all relevant information.</p>
4. Develop continuous improvement strategies.	<p>4.1 Review sources of information to identify possible factors causing sub-optimal performance.</p> <p>4.2 Identify options for removing or controlling the risk of sub-optimal performance.</p> <p>4.3 Assess the adequacy of existing control and quality methods and systems.</p> <p>4.4 Identify opportunities to continuously improve performance.</p> <p>4.5 Develop recommendations for continual improvement of process, plant and equipment effectiveness.</p> <p>4.6 Consult with appropriate personnel and implement continuous improvement strategies.</p> <p>4.7 Document implementation of continuous improvement strategies.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the:

- equipment,
- processes
- systems

sufficient to

- identify hazards associated with the process
- recognise opportunities to improve and/or enhance the quality of performance of the plant.

This knowledge needs to include:

- the relevant technical theory of the plant area
- an in depth understanding across the entire plant area
- the organisation standard procedures and work instructions
- relevant regulatory requirements, including those related to OHS risk control as appropriate to process/plant area optimisation.

Competence includes the ability to:

- apply analytical skills which enable corrective or optimal conditions to prevail
- identify and control hazards by applying the hierarchy of control as part of the optimisation process
- interpret information and make appropriate process control decisions.

Competence includes the ability to distinguish between:

- optimum and marginal performance of the plant
- effective and marginal performance corrections and actions.

as is relevant to the practical operation of all major equipment/process/systems within the area.

Optimising process systems requires application of detailed operational and process knowledge to address issues such as:

- starting material quality
- yield maximisation
- throughput maximisation
- energy efficiency
- use of utilities
- labour utilisation
- overall cost
- efficient use of equipment
- reducing downtime
- minimisation of waste and rework
- improved workplace layout and workflow.

Language, literacy and numeracy requirements

This unit requires the ability to communicate at all levels about what may be complex technical matters. It also requires the ability to evaluate complex information and sort often conflicting information into *useful* and *distracting* and to rank/prioritise information.

Writing is required to the level of reading and interpreting technical information, developing and modifying plans and procedures and interpreting relevant regulatory requirements.

Numeracy is required to the level of analysing product/process performance data, interpreting process condition information and deriving useful information from technical brochures, papers and similar. Calculation will be required to assist this and to determine priorities for optimisation plans (ie benefit/cost or other quantitative criteria)

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Competence must be demonstrated in the ability to analyse and evaluate current production performance, and develop and implement plans to optimise process systems.

While the technician is expected to take a lead technical role, and to demonstrate competence as defined above, optimisation is rarely undertaken by an individual alone and liaison with all relevant stakeholders is an expected part of this competency.

Where the assessee does not currently possess evidence of competency in *MSASUP390A Use structured problem solving tools*, it may be coassessed with this unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that the equipment/process/system be understood in depth and that the importance of critical material properties/settings/readings is known. Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action.

Consistent performance should be demonstrated. For example, look to see that:

- non-routine problems are recognised and defined
- hazards are identified and controlled by applying the hierarchy of control

- possible causes of complex problems are identified based on experience and the use of analytical techniques in solving the problem, including identifying variations and cause, separating single problems from multiple problems and the recognition of recurring problems
- fundamental cause of process or equipment faults is determined
- corrective/preventative actions are developed to avoid recurrence of the problem and optimise the condition of the process, plant and equipment
- product quality and uniformity are maintained.

Competence must be demonstrated in the operation of all ancillary equipment to the level required for this competency unit.

Competence also includes the ability to implement improvements within appropriate time constraints and in a manner relevant to the operation of the equipment, processes and systems.

Context of assessment

Competence in this unit may be assessed by:

- observation over time in a processing plant allowing for adequate assessment of operation under all normal and a range of abnormal conditions. Where this is not practical, additional assessment techniques must be used.
- using a suitable simulation and/or a range of case studies/scenarios
- undertaking a specific project based in the plant
- a combination of these techniques.

Method of assessment

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit describes the work conducted by senior operators, team leaders or front line managers who optimise process systems as part of their work function. It includes all items of equipment and unit operations which form part of the production process of a complete area.

Typical problems will require the application of detailed operational and process knowledge over the entire production/manufacturing area, including the principles of operation of the equipment and the chemistry, physics, biology and/or biochemistry of the changes to materials occurring within that area.

All operations are performed in accordance with organisation procedures, licensing requirements, legislative requirements and industrial awards and agreements.

Procedures

All operations are performed in accordance with procedures. Procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards. These may include or have been prepared from/to comply with:

- industry codes of practice
- materials safety data sheets
- equipment manuals
- equipment start up, operation and shut down procedures
- calibration and maintenance schedules
- quality manuals and procedures
- organisation recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.

Data/records

Historical data/records may include:

- hazard logs
- incident reports
- maintenance records
- product non-conformance reports
- production records.

Implementing change

Requirements to implement change may include:

- changes to procedures

- training of operators
- equipment modifications
- ensuring all HSE requirements are addressed.

Relevant/appropriate personnel

Relevant/appropriate personnel may include:

- managers
- OHS representatives and OHS committee.

Relevant information

Relevant information logged to include:

- modifications to plant or equipment
- modifications to procedures or practices.

Sources of information

Sources of information may include:

- hazard logs
- incident reports
- maintenance records
- work practices
- procedures
- industry journals
- equipment supplier information
- industry best practice information.

Health, Safety and Environment (HSE)

All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Not applicable.

MSAPMOPS401A Trial new process or product

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency typically applies to a technician in a plant who is taking a lead technical role in the trialling of a new product or the trialling of a new or significantly altered process. This competency does not apply to minor modifications to existing products or processes.

Similarly it does not apply to a technician or operator taking part in such trials, and/or who is following directions set by the technician, chemist, engineer, supervisor or manager.

The technician is expected to be a technical expert in that part of the plant/process where the trial is being conducted.

Application of the Unit

Application of this unit

The technician would be expected to operate and control all equipment required for the trial. Generally the technician would be part of a team during the trial, and would usually be working in conjunction with a process/product development expert such as a chemist or engineer. The technician is often the most technically competent member of an operational team. As such they may not have the 'hands on' role of operating items of equipment, but they are expected to have the competence to direct the operation of equipment as appropriate throughout the trial. At all times they would be liaising and cooperating with other members of the team.

Trialling refers to the scale-up and other development steps required to take a new product or process from its design/laboratory trials to full commercial operation on a plant. Trialling may be done on a pilot plant where available and/or on a full scale plant.

The technician would:

- identify and rectify operational problems within their scope
- analyse the trial, both while it is occurring and after completion, and suggest improvements
- be alert for indications of developing problems and take required action to ensure the trial remains safe to people, the environment and the plant.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1. Contribute to the selection of equipment/process conditions.	1.1 Liaise with appropriate technical expert(s). 1.2 Interpret properties of materials and desired product characteristics. 1.3 Interpret technical specifications/drawings of plant requirements. 1.4 Recommend equipment/ancillary equipment appropriate for the materials, products and conditions. 1.5 Recommend process conditions appropriate for the

ELEMENT ELEMENT	PERFORMANCE CRITERIA
	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.</p> <p>equipment, materials and product characteristics.</p> <p>1.6 Recommend feed rates/order/condition appropriate to the process conditions, equipment, materials and product characteristics.</p> <p>1.7 Ensure hazard identification and analysis procedures are completed, including consultation with stakeholders, and findings included in plan.</p> <p>1.8 Ensure recommendations meet the identified need.</p>
2. Prepare for trials.	<p>2.1 Determine the availability of resources required such as materials, equipment, people and skills.</p> <p>2.2 Estimate time required for trial.</p> <p>2.3 Liaise with relevant stakeholders.</p> <p>2.4 Schedule trial at a convenient time.</p> <p>2.5 Develop documentation for the trial.</p> <p>2.6 Identify potential hazards and required hazard control procedures by applying the hierarchy of control.</p> <p>2.7 Determine clearance requirements and special safety and storage requirements.</p> <p>2.8 Verify decisions with appropriate experts/stakeholders.</p> <p>2.9 Ensure people with adequate skills are available for the trial.</p>
3. Conduct test runs/trials	<p>3.1 Ensure hazard controls are implemented prior to commencement.</p> <p>3.2 Run trials.</p> <p>3.3 Maintain communication with all relevant people.</p> <p>3.4 Closely monitor critical parameters.</p> <p>3.5 Recognise actual and potential problems.</p> <p>3.6 Make adjustments to process conditions as required during trial.</p> <p>3.7 Sample and test product as required.</p> <p>3.8 Record and report performance data.</p> <p>3.9 Ensure all materials, products and waste are handled correctly.</p> <p>3.10 Leave plant in a condition suitable for routine production to recommence.</p>

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
4. Evaluate results and identify modifications.	4.1 Interpret data from trial. 4.2 Identify factors which might be related to low rates or low charge amounts. 4.3 Recommend modifications and improvements required. 4.4 Develop and check standard operating procedure. 4.5 Complete documentation and report to appropriate personnel. 4.6 Ensure all relevant staff have required skill levels for the introduction of the new process.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes an understanding of the plant systems and all integral equipment involved in the trial to the level needed to control the system and recognise and resolve problems. In particular it includes the ability to:

- identify all items on a schematic of the plant and describe the function of each
- describe the nature/condition of materials entering and leaving each stage of the process, the changes which have occurred in that stage and why they have occurred
- state the major design features of plant equipment, plant conditions and variables and the impact of these on the properties of materials passing through them
- describe the causes and remedies of common problems such as those selected in the Range Statement
- apply the hierarchy of control to minimise the risk of hazards identified
- describe methods of changing rate and the advantages and disadvantages of each
- describe methods of controlling other process variables and the advantages and disadvantages of each.

Competence also includes the ability to isolate the causes of problems to an item of equipment within the plant system and to be able to distinguish between causes of problems/alarm/fault indications such as:

- process material variations
- instrument failure/wrong reading
- electrical failure

- mechanical failure
- operational problem.

Language, literacy and numeracy requirements

This unit requires the ability to communicate and liaise with people at a range of levels about technical matters.

Reading is required to the level of interpreting technical specifications, manuals and procedures; and writing technical documentation such as specifications and procedures required for the trial.

Numeracy is required to the level of interpreting technical specifications and test results, analysing process data and determining required variations in process variables.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency.

Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Critical aspects

It is essential that competence is demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. For example, look to see that:

- hazards are identified and controlled
- early warning signs of equipment/processes needing attention or with potential problems are recognised
- the range of possible causes can be identified and analysed and the most likely cause determined
- appropriate and timely action is taken to ensure the safety and success of the trial
- obvious problems in related plant areas are recognised and an appropriate contribution made to their solution.

Context and method of assessment

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.

Competence in this unit may be assessed:

- using a pilot plant or a production plant as appropriate
- using a range of scenarios/case studies and 'what ifs' as the stimulus with a walk-through forming part of the response
- using a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources
- using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge; and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit includes all items of equipment and unit operations which form part of the trial.

Liaison

Liaison with technical experts may (depending on trial requirements and company protocols) include one or more of:

- manufacturers
- chemists
- engineering personnel
- designers
- OHS advisors
- maintenance personnel
- potential customers.

Hazard analysis

Hazard analysis procedures may include:

- JSA/JHA (Job Safety Analysis/Job Hazard Analysis)
- hazard and operability (HAZOP) studies
- hazard analysis (HAZAN) studies
- other company specified procedures.

It is not expected that the candidate will be able to conduct technical hazard analysis procedures (such as HAZOP or HAZAN) but they should be able to interpret and use the outcomes of such analyses where relevant.

Hazards

Hazards may be determined from:

- materials safety data sheets (MSDSs)
- other relevant documentation such as hazard logs, incident reports
- company hazard identification procedures
- hazard analysis results
- standard operating procedures.

Waste handling

Waste handling may include:

- collection for re-use
- recycling
- disposal in accordance with health and environmental regulations.

Problems

Typical problems for the trial might include:

- mixing is poor
- materials do not behave as expected
- process/reaction does not proceed /proceeds too slowly
- process/reaction proceeds too quickly/runs away
- yield is low
- quality is out of specification
- process is unstable

- instrumentation is not sufficiently sensitive/too sensitive
- variable catalyst activity
- surging flow/pressure.

Health, Safety and Environment (HSE)

All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

Procedures

All operations are performed in accordance with procedures.

Procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Unit Sector(s)

Not applicable.

MSAPMSUP102A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers receiving, relaying and recording written and oral messages and providing relevant information in response to requests, within time lines.

Application of the Unit

Application of this unit

This competency applies to operators who are required to receive, relay and record work related information as well as respond to information requests in the workplace.

The operator will:

- record received messages
- seek clarification, when necessary
- access needed information, as required
- relay the correct information to appropriate person/s.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Receive and relay messages	1.1 Confirm understanding of the message is correct. 1.2 Accurately record the message. 1.3 Relay message accurately to appropriate person or section within designated timelines.
2. Interpret messages.	2.1 Clarify message if necessary. 2.2 Take appropriate action.
3. Respond to information.	3.1 Acknowledge and understand the request for information. 3.2 Access information from appropriate sources. 3.3 Relay information to appropriate person or section.
4. Complete workplace forms.	4.1 Select appropriate form. 4.2 Assemble information required for form. 4.3 Complete form as required. 4.4 Submit form as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and ability to implement organisation policies and procedures on workplace communication, including:

- types, purpose and importance of workplace documentation
- workplace codes, including numbers, symbols, signs, colours and other codes.

Competence also includes the ability to:

- listen attentively
- formulate questions to clarify work requirements or instructions
- establish effective workplace relationship with colleagues
- adapt communication to a range of social, cultural and ethnic backgrounds.

Language, literacy and numeracy requirements

This unit requires the ability to read and understand information contained in typical workplace documents such as standard operating procedures, material safety data sheets, job cards, maintenance logs. Everyday workplace language is used, including some technical terms and mathematical language.

Writing is required to the level of completing workplace forms and records. Types of text may include short sentences, symbols, codes, signs, sketches and may be conveyed in printed form or screen based.

Basic numeracy is needed to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

In all cases it may be appropriate to assess this unit concurrently with relevant team work and communication units.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner that is easily understood by others and in accordance with workplace requirements.
- apply approved procedures.

Consistent performance should be demonstrated. For example, look to see that:

- all information is provided in an efficient, effective, courteous and timely manner.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.

Competence in this unit may be assessed:

- by observation and questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Reasonable adjustment of assessment tasks will be undertaken as required.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments.

Procedures

All operations are performed in accordance with procedures. Procedures include:

- all relevant workplace procedures
- work instructions
- temporary instructions
- relevant industry and government codes and standards
- telephone protocol , including industry timelines in answering calls.

Messages

Messages includes the following as appropriate to workplace requirements:

- written
- oral
- electronic.

Tools and equipment

This competency includes use of equipment and tools such as:

- two way radio
- computer
- telephone.

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical problems may include:

- missing/lost messages
- required information not available
- required equipment not available
- conflict of work priorities.

Appropriate action for non-routine problems may be reporting to designated person or other action specified in the procedures.

Unit Sector(s)

Not applicable.

MSAPMSUP210A Process and record information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers the provision and processing of all relevant information by responding to the information requirements of the plant including the completion of all workplace documents and clearly and concisely providing relevant information to others.

Application of the Unit

Application of this unit

This competency applies to operators who are required to provide information, orally or in writing in a one on one situation or as part of a group discussion.

The operator would:

- complete appropriate workplace forms
- provide appropriate workplace and technical information within their area of expertise
- identify routine information requirements seeking clarification where necessary.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Access information.	1.1 Identify the need for information. 1.2 Request appropriate information. 1.3 Access information in accordance with procedures. 1.4 Comply with security procedures in accessing appropriate information.
2. Provide appropriate information.	2.1 Deal with enquiries promptly and courteously. 2.2 Establish details of enquiry by questioning and summarising. 2.3 Provide appropriate information relevant to enquirer's request. 2.4 Organise information clearly, concisely and logically. 2.5 Provide information in a form that is readily understood by others. 2.6 Provide information in a timely manner. 2.7 Redirect enquiries to relevant personnel for resolution where outside the operator's area of responsibility.
3. Give and follow routine instructions.	3.1 Give accurate, clear and concise instructions that are consistent with the skills of the receiver. 3.2 Ensure that interaction with others is efficient, effective, responsive, courteous and supportive. 3.3 Confirm that instructions are understood.

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.4 Follow prescribed and routine work related sequences.
4. Provide reports.	4.1 Complete all workplace reports clearly and accurately in accordance with procedures. 4.2 Report all relevant information clearly and concisely.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes the ability to:

- describe importance of workplace documentation in relation to job role
- apply organization, operational, quality and safety policies and procedures
- apply workplace codes such as numbers, symbols, signs, colour and other codes.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret work instructions, procedures, operating manuals, job card and other documents provided to operators.

Writing is required to the level of completing workplace forms.

Basic numeracy is required to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessment will occur on the job or in a simulated workplace. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner, that is easily understood by others and in accordance with workplace requirements

Consistent performance should be demonstrated. For example, look to see that:

- reports and records are completed accurately, concisely and in accordance with procedures
- all information is provided in an efficient, effective, courteous and timely manner
- completion of shift handover, log books and company production records conveys all relevant information
- information sharing demonstrates effective communication processes such as turn-taking, participating in discussions and tolerating views of others in a way that contributes to the overall discussion
- notes of discussion are prepared so that they can be clearly interpreted by the receiver
- communication distinguishes between relevant and peripheral issues.

Assessment method and context

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge. A holistic approach should be taken to the assessment.

Competence in this unit may be assessed:

- by observation and questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Reasonable adjustment of assessment tasks will be undertaken as required.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes items of equipment such as:

- telephone
- two way radio
- computer equipment.

Information sources and plant documentation may include:

- operating procedures
- work instructions
- incident procedures
- operating manuals
- quality procedures
- training program contents/materials
- safety data sheets
- job cards
- maintenance logs
- non compliance reports
- incidence and accident reports
- permits
- schematics/process flows/engineering drawings.

Reports

Reports includes the following as appropriate to workplace requirements:

- oral

- written
- electronic
- handovers (giving/receiving).

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- difficulty in quickly locating information required
- missing forms, logbooks etc.
- conflicting work priorities
- delays in reporting of information
- information is inaccessible
- absence of approver/ other signatories
- breakdown of communication equipment.

Appropriate action for non-routine problems may be reported to designated person or other action identified in the procedures.

Unit Sector(s)

Not applicable.

MSAPMSUP240A Undertake minor maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit applies to operators who are involved in providing basic maintenance and the resolving of routine problems to procedures. It does not cover activities normally requiring traditional trade training.

Application of the Unit

Application of this unit

In a typical scenario a plant operator does minor maintenance activities on the plant and equipment being operated. For instance the pressure drop across a filter unit may be high, indicating the filter cartridge needs changing. The operator takes the filter unit out of operation, cleans the unit, uses the correct spanner to open the lid, installs a fresh cartridge, closes the unit using the spanner again, then cleans up the area and disposes of the spent cartridge. Typically this sort of maintenance will be done on the plant and will not require workshop type facilities.

The operator will:

- be aware of and contribute to a safe working environment
- identify and check equipment for faults
- perform basic maintenance to procedures
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify maintenance requirements.	1.1 Identify equipment variations/irregularities using observed data and plant records. 1.2 Assess the urgency/priority of the situation. 1.3 Identify appropriate corrective action. 1.4 Identify correct tools and materials. 1.5 Assess the impact of the maintenance activity and communicate to appropriate personnel. 1.6 Identify hazards and risk controls. 1.7 Identify work permit requirements.
2. Prepare for maintenance activity.	2.1 Ensure equipment is turned off and isolated as required. 2.2 Clear the area of obstructions and hazardous materials. 2.3 Obtain appropriate tools, parts, materials and procedures. 2.4 Obtain the appropriate work permits and adhere to the requirements. 2.5 Communicate the impending maintenance activity to the appropriate personnel.

ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
3. Perform maintenance activity.	3.1 Access all relevant information. 3.2 Undertake maintenance activity according to procedures. 3.3 Use tools and maintenance techniques correctly. 3.4 Restore equipment to normal working condition. 3.5 Leave the work area in a clean and safe condition. 3.6 Ensure permits are signed off as appropriate.
4. Test equipment.	4.1 Test equipment according to procedures. 4.2 Return equipment to service. 4.3 Ensure equipment meets normal operating requirements.
5 Record maintenance activity.	5.1 Complete maintenance logs/plant history records. 5.2 Report maintenance activity to relevant personnel. 5.3 Identify and report outstanding maintenance requirements to relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of equipment operation and maintenance practices sufficient to recognise fault and no-fault conditions in standard and non-standard situations and then determine appropriate action which is consistent with operational guidelines is required.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving maintenance problems, including:

- principles of operation of the equipment to be maintained
- function and troubleshooting of major internal components and their problems
- appropriate testing procedures and use of equipment for a range of equipment faults

- typical causes of equipment failures and the service conditions which may increase maintenance
- types and nature of maintenance (preventative, predictive, corrective) uses, benefits and limitations
- urgency and timeliness factors in maintenance
- maintenance planning/scheduling/records systems
- identification of tools, materials and spare parts
- basic techniques for using and handling tools
- physical measurement, alignment and clearance principles.

Competence also includes the ability to:

- plan own work, including predicting consequences and identifying improvements
- identify factors which may affect product quality or production output and appropriate remedies
- identify when the operator is able to rectify faults and when assistance is required.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical equipment specifications schematics and diagrams.

Writing is required to the level of completing workplace forms and production reports.

Basic numeracy is required, to interpret plant data and maintenance schedules.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Where the completion of this unit requires working under a permit/clearance, then competency must also be established in *PMAAPER200C Work in accordance with an issued permit*, or other appropriate unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- understand the procedures and know the importance of critical operational systems
- recognise potential situations requiring action and then implement appropriate action.

Consistent performance should be demonstrated. For example, look to see that:

- early warning signs of equipment in need of attention/with potential problems are recognised
- appropriate equipment tests are undertaken and analysed appropriately
- proposals for equipment repair are based upon the most appropriate and cost effective method to return equipment to full performance in a timely manner
- maintenance activities are completed safely and to procedures.

Assessment method and context

Assessment will occur on industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- on a processing plant, allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry. It does not include maintenance that would require trade level skills. It is not intended that this competency would cover maintenance that is carried out in a workshop.

Procedures

All operations are performed in accordance with procedures.

Procedures mean all relevant workplace procedures, work instructions, temporary instructions, standard operating procedures, plant description manuals, manufacturer instructions, specifications, service manuals, machine circuit diagrams for hydraulic/pneumatic and electrical/electronic circuits and relevant industry and government codes and standards.

Maintenance activities

This competency unit includes minor maintenance such as the following:

- operational maintenance (eg connection-disconnection of hoses, greasing, lubrication and lubricant systems, adjusting sealing glands, cleaning and changing filters, 'nipping up' flanges)
- general cleaning
- removal and replacement (eg gland packing, changing blades or cutters, replacing gaskets, replacing /maintaining seals, changing filter elements, servicing strainers).

Tools and equipment

This competency includes use of equipment and tools such as:

- hand tools
- specialised tools
- measuring and aligning equipment.

Hazards

Typical hazards include:

- rotating and moving machinery
- process materials, solids, liquids and gases under pressure or flowing
- hot surfaces or materials
- temporary connections or by-passes
- electrical, hydraulic or pneumatic energy sources
- out of specification operation.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'. Typical process and product problems may include:

- out-of-specification product or variations
- response of equipment to materials variations

- equipment in need of maintenance.

Variables

Key variables to be monitored include:

- equipment performance (eg speed, output, variations)
- equipment component performance
- sequences and timing of operations
- materials changes (desired and not desired).

Data and Records

Typical information sources, observed data and plant records may include:

- plant data
- log sheets
- operational and performance reports
- physical aspects such as noise, smell, feel and pressure condition monitoring information
- planned maintenance schedules
- procedures
- manufacturer specifications, instructions, service manuals and other information.
-

Unit Sector(s)

Not applicable.

MSAPMSUP292A Sample and test materials and product

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the taking of routine samples and the conducting of simple tests.

Application of the Unit

Application of this unit

This competency applies to operators who are required to undertake the routine sampling and testing in the workplace. Testing will typically also be done in the workplace or in a 'factory laboratory' (or bench) adjacent to/in the factory. Tests will be simple, routine tests to procedure. This competency is typically performed by operators working either independently or as part of a work team. The operator:

- takes the sample
- performs the test
- makes a simple interpretation of the test results
- takes actions specified based on the test results
- completes logs and reports.

More advanced sampling and testing should use the relevant units from *PML04 Laboratory Operations Training Package*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Take sample.	1.1 Determine type of sample and sampling equipment required. 1.2 Check sampling equipment is clean and in good order. 1.3 Take sample(s) of required type(s), from the required place(s) and at the required time(s) and place in required container(s). 1.4 Label sample(s) to procedure. 1.5 Carry sample(s) to required place.
2. Complete test.	2.1 Check test required from procedures/work instruction. 2.2 Check sample identification and integrity. 2.3 Check test equipment is clean, in good order and within calibration. 2.4 Complete test(s) required as per standard procedures/instructions.
3. Interpret results and take action.	3.1 Note anything about sample, equipment or the test itself which may have caused it to give a bad result. 3.2 Compare results to specification.

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.3 Take action appropriate to the test results and any other observations.
4. Complete sample and test cycle.	4.1 Complete required records. 4.2 Store and/or dispose of sample as required. 4.3 Clean all equipment and leave ready for next sample/test.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Application of knowledge of the sampling and testing techniques used sufficient to recognise a suspicious test result cause by a fault in these areas.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Knowledge and skills in sampling and testing sufficient for consistent and meaningful test results including:

- basic principles of taking the particular sample
- basic principles of the particular test
- sample techniques and requirements
- test methods used and critical factors leading to good/poor test results.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical sampling and testing methods/procedures and to read and interpret numbers or other test result data.

Writing is required to the level of completing workplace forms and labelling samples.

Basic numeracy is required to read and interpret test results and undertake minor data manipulation such as might be required for the test, test interpretation or reporting.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- take a sample correctly
- undertake tests with adequate reproducibility
- select and use the appropriate procedures.

Assessment method and context

Assessment will occur in a factory testing environment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- by using appropriate, industrial testing regimes
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency unit includes the range of sampling and testing which may be carried out in a plant/factory, or in a manufacturing laboratory. It typically applies to operators who carry out a narrow range of tests as part of their job.

It does NOT include testing which would normally be conducted in a laboratory, nor operators carrying out a wide range of testing which is a significant part of their job role. These competencies are more properly covered by *PMLTEST300A Perform basic tests* or other units from the Laboratory Operations Training Package.

The tasks covered by this competency include:

- receiving, handling and storing samples
- preparing for sample collection
- performing sample collection
- performing sample preparation
- performing tests
- recording results.

Problems

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical problems include:

- correct sampling technique
- test equipment condition/calibration
- consistent test technique according to standard procedure
- correct recording of result
- interpretation of result and the initiation of appropriate action
- correct retention/disposal of sample/test materials.
-

Unit Sector(s)

Not applicable.

MSAPMSUP390A Use structured problem solving tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the solving of process and other problems, beyond those associated directly with the process unit/equipment, using structured process improvement tools to identify improvements and/or solve problems.

Application of the Unit

Application of this unit

The competency is typically performed by an experienced operator, team leader or supervisor.

Generally the person would be part of a team during the solving of complex or systemic problems and would be expected to perform all parts of this unit and at all times would be liaising and cooperating with other members of the team. This includes:

- using a range of formal problem solving techniques
- identifying and clarifying the nature of the problem
- devising the best solution
- evaluating the solution
- developing an implementation plan to rectify the problem.

This unit does not cover the solving of problems undertaken as part of the operator's normal role which is covered in the relevant operation competency unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify the problem.	1.1 Identify variances from normal operating parameters and product quality. 1.2 Define the extent, cause and nature of the problem by observation and investigation. 1.3 State and specify the problem clearly.
2. Determine fundamental cause of problem.	2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques. 2.2 Develop possible cause statements. 2.3 Identify fundamental cause.
3. Determine corrective action.	3.1 Consider all possible options for resolution of the problem. 3.2 Consider strengths and weaknesses of possible options. 3.3 Determine corrective action to remove the problem and possible future causes. 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures. 3.5 Develop recommendations for ongoing monitoring

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	and testing.
4. Communicate recommendations.	4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow up recommendations if required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognise non-standard situations.

This unit of competency includes use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- process logic/process requirements
- logic tree
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis
- flow charts
- control charts, runcharts and graphs
- scattergrams.

Action plans to solve problems are prepared including:

- priority requirements
- measurable objectives
- resource requirements
- methods for reaching objectives
- timelines
- coordination and feedback requirements
- safety requirements
- risk assessment
- environmental requirements.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of report writing and completing workplace forms.

Basic numeracy is also required, eg to interpret quality data and graphs.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to apply and explain:

- relevant equipment and operational processes
- enterprise policies and procedures
- enterprise goals, targets and measures
- enterprise quality, OHS and environmental requirements
- principles of decision-making strategies and techniques
- enterprise information systems and data collation
- industry codes and standards.

Consistent performance should be demonstrated. For example, look to see that:

- problems are recognised and clarified
- possible causes are identified, based on experience and use of analytical techniques in solving the problem, including:
 - identifying variations
 - identifying cause and effect
 - separating single problems from multiple problems
 - recognising recurring problems.
- fundamental cause of process or equipment faults is determined
- corrective/preventative implementation plans are developed to avoid recurrence of the problem
- implementation plan is presented to relevant personnel.

Assessment method and context

Assessment will occur on the job or in a simulated workplace.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise and respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

The competency unit applies to a wide range of processes and equipment. The process manufacturing technical units of competency include a problem solving element where problems specific to that competency unit are to be resolved. This competency unit is where structured problem solving techniques are to be applied more broadly, or with greater depth/rigour than is implied by the problem solving element of the technical units.

In large plants or manufacturing organisations with multiple processes, it may apply to more than one process if those processes interact with each other. It applies to all operators across all functions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of a plant.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- non-routine process and quality problems
- equipment selection, availability and failure
- teamwork and work allocation problems
- safety and emergency situations and incidents.
-

Unit Sector(s)

Not applicable.

MSL974003A Perform chemical tests and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to interpret chemical test requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine chemical tests/procedures. These tests will involve several measurement steps. The unit includes data processing and interpretation of results and tracking of obvious test malfunctions where the procedure is standardised. However, personnel are not required to analyse data, optimise tests/procedures for specific samples or troubleshoot equipment problems where the solution is not apparent.
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Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory or technical assistants and instrument operators in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and schedule test requirements	1.1. Review test request to identify samples to be tested, test method and equipment/instruments involved 1.2. Identify hazards and enterprise control measures associated with the sample, preparation/test methods, reagents and/or equipment 1.3. Plan work sequences to optimise throughput of multiple samples, if appropriate
2. Receive and prepare samples	2.1. Log samples using standard operating procedures (SOPs) 2.2. Record sample description, compare with specification and note and report discrepancies 2.3. Prepare samples and standards in accordance with chemical testing requirements 2.4. Ensure traceability of samples from receipt to

ELEMENT	PERFORMANCE CRITERIA
	reporting of results
3. Check equipment before use	3.1. Set up equipment/instruments in accordance with test method requirements 3.2. Perform pre-use and safety checks in accordance with relevant enterprise and operating procedures 3.3. Identify faulty or unsafe components and equipment and report to appropriate personnel 3.4. Check equipment calibration using specified standards and procedures, if applicable 3.5. Quarantine out of calibration equipment/instruments 3.6. Ensure reagents required for the test are available and meet quality requirements
4. Test samples to determine chemical species or properties	4.1. Operate equipment/instruments in accordance with test method requirements 4.2. Perform tests/procedures on all samples and standards, if appropriate, in accordance with specified methods 4.3. Shut down equipment/instruments in accordance with operating procedures
5. Process and interpret data	5.1. Record test data noting atypical observations 5.2. Construct calibration graphs, if appropriate, and compute results for all samples from these graphs 5.3. Ensure calculated values are consistent with expectations 5.4. Record and report results in accordance with enterprise procedures 5.5. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 5.6. Interpret trends in data and/or results and report out of specification or atypical results promptly to appropriate personnel 5.7. Determine if obvious procedure or equipment problems have led to atypical data or results
6. Maintain a safe work environment	6.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 6.2. Minimise the generation of wastes and environmental impacts 6.3. Ensure the safe collection of laboratory and hazardous waste for subsequent disposal 6.4. Care for and store equipment and reagents as

ELEMENT	PERFORMANCE CRITERIA
	required
7. Maintain laboratory records	7.1. Enter approved data into laboratory information management system 7.2. Maintain confidentiality and security of enterprise information and laboratory data 7.3. Maintain equipment and calibration logs in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting test methods and procedures
- sample preparation procedures
- performing calibration checks
- using instruments for qualitative and/or quantitative analysis
- maintaining and evaluating reagents
- troubleshooting basic equipment/method
- using calculation methods, including appropriate units, uncertainties, balancing equations, and the concentration of the solution given the chemical reaction for the titration
- preparing calibration graphs and calculating results using appropriate units and precision
- applying theoretical knowledge to interpret gross features of data and make relevant conclusions such as identifying atypical results as out of normal range or an artefact
- tracing and sourcing obvious causes of an artefact
- recording and communicating results in accordance with enterprise procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data, results and documentation

Required knowledge

Required knowledge includes:

- chemical principles and concepts underpinning test/procedure
- purpose of the tests

REQUIRED SKILLS AND KNOWLEDGE

- concepts of metrology
- principles and concepts related to equipment/instrument operation and testing
- function of key components of the equipment/instrument and/or reagents
- effects of modifying equipment/instrument variables
- use of calibration procedures
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessors should ensure that candidates can:

- interpret test methods/procedures accurately
- prepare and test samples using procedures appropriate to the nature of sample
- perform calibration checks (if required)
- safely operate test equipment/instruments to enterprise standards and/or manufacturer's specification
- prepare calibration graphs and calculate results using appropriate units and precision
- apply basic theoretical knowledge to interpret gross features of data and make relevant conclusions
- identify atypical results as out of normal range or an artefact
- traces and source obvious causes of an artefact
- communicate problems to a supervisor or outside service technician
- record and communicate results in accordance with enterprise procedures
- maintain security, integrity, traceability of samples, sub-samples, test data and results and documentation.

Context of and specific resources for

This unit of competency is to be assessed in the

EVIDENCE GUIDE	
assessment	<p>workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924001A Process and interpret data</i> • <i>MSL974001A Prepare, standardise and use solutions.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate test equipment/instruments, standards and reagents • enterprise procedures and standard methods.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of test data/results obtained by the candidate over a period of time to check accuracy, consistency and timeliness of results • review of test records and workplace documentation completed by the candidate • observation of candidate conducting a range of chemical tests and procedures and sample preparation • feedback from peers and supervisors • oral or written questioning of chemical principles and concepts, test methods and enterprise procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p>

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Ultraviolet spectroscopy is a suitable method for determining the concentration of sulphanilamide in pharmaceutical preparations. The ultraviolet absorption spectrum is pH dependent, with the wavelength maximum different in acid and alkaline solutions. Example: a technician was conducting an analysis and noted that the wavelength maxima had moved from approximately 250nm to below 230nm. After reviewing the procedure being used and checking for possible errors, the technician found that an incorrect solvent had been used for the analysis. The hydrochloric acid solvent was replaced with sodium hydroxide, as per the standard method, and the correct absorption spectrum was obtained.

Environmental

A technician was asked to test water samples from a local lake over several days to determine the lake's nutrient levels following reports of algal blooms in the lake over the preceding weeks. He/she used a field colorimeter kit to determine both nitrates and orthophosphates using SOPs. Because the same colorimetric cells were used for the nitrate and orthophosphate tests, they were carefully washed and rinsed with distilled water between all tests (as specified in the SOP). After reviewing the results from the first three days, the technician noted that the first orthophosphate result, which was done immediately after all the nitrate tests, was much higher than subsequent orthophosphate tests which were all consistently low. The technician argued that the 'high' results for the first orthophosphate test may be due to cross-contamination from trace amounts of reagents used in previous nitrate tests despite having closely followed the cleaning/rinsing SOPs. After discussion with his/her supervisor, the technician modified the field procedures by using totally different colorimetric cells for the nitrate and orthophosphate tests. For all subsequent tests no 'high' orthophosphate results were obtained for the first sample. As a result, the laboratory supervisor amended the SOPs to incorporate this new requirement.

Food processing

Regular checks are conducted on the percentage of salt in cheese at a dairy company's laboratory. A technician checks the results from the aromatic salt-titration

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	<p>equipment and, if the results are abnormal, notifies the supervisor before taking appropriate action. After obtaining a high result, for example, the assistant notified the supervisor and then began checking the machine to identify a possible reason for the high reading. He/she found that the supply bottle of silver nitrate used in the test was almost empty. This had resulted in less solution being pumped through the equipment than required, leading to graph readings that indicated a high percentage of salt. After replacing the silver nitrate bottle and recalibrating the equipment, the assistant retested the cheese samples and found that they contained the expected 1-2% salt.</p>
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS 2134.1-1999 Recommended practice for chemical analysis by atomic absorption spectrometry - Flame atomic absorption spectrometry
 - AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware
 - AS 3753-2001 Recommended practice for chemical analysis by ultraviolet/visible spectrophotometry

RANGE STATEMENT

	<ul style="list-style-type: none"> • AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS ISO 9000 Set:2008 Quality management systems set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • industry methods, such as Royal Australian Chemical Institute (RACI) and/or American Association of Cereal Chemists (AACC) methods for inorganic constituents • material safety data sheets (MSDS) and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals and equipment and procedure manuals • SOPs • waste minimisation and safe disposal procedures
Sample preparation processes	<p>Sample preparation processes may include:</p> <ul style="list-style-type: none"> • grinding • mulling • preparation of discs • digestion • dissolving • ashing • refluxing • tracting

RANGE STATEMENT	
	<ul style="list-style-type: none"> • filtration • evaporation • flocculation • precipitation • washing • drying • centrifugation
Non-instrumental test/procedures	<p>Non-instrumental test/procedures may include:</p> <ul style="list-style-type: none"> • gravimetric analysis: <ul style="list-style-type: none"> • loss on drying • suspended solids • ashes, such as sulphated and gravimetric assays (e.g. sulphates and nitrogen in fertilisers) • Ni by dimethylglyoxime • bitumen content of asphaltic concrete • titrimetric analysis: <ul style="list-style-type: none"> • acid/base determinations • compleximetric, such as water hardness, Fe by dichromate and binder content analysis • redox, such as precipitation of chlorides in water • dissolved oxygen (DO), chemical oxygen demand (COD) and biochemical oxygen demand (BOD) • filtration, separation and solvent extraction techniques • corrosion testing, cement content and accelerated weathering
Instrumental tests	<p>Instrumental tests may include:</p> <ul style="list-style-type: none"> • spectrometry • chromatography • electrochemistry
Types of instrumentation and instrumental techniques	<p>Types of instrumentation and instrumental techniques may include:</p> <ul style="list-style-type: none"> • colorimetric techniques, such as enzyme activity, chlorine in water, specific cations and anions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • infrared, ultraviolet-visible (UV-VIS) spectrophotometry • other spectrometric techniques: <ul style="list-style-type: none"> • fluorimetric analysis, flame atomic emission and flame atomic absorption spectrometry • fourier transform infrared • chromatographic techniques: <ul style="list-style-type: none"> • column and thin layer analytical and preparative chromatography • gas or liquid chromatography for purity, raw material and formulation checks • ion chromatography for detection of nitrates, phosphates, sulphates, chlorides and bromides • gel filtration chromatography for purification of proteins • electrochemical techniques, such as pH, eH, conductivity and ion-selective electrodes • electrophoretic techniques for DNA patterns and determination of protein purity • soil testing: <ul style="list-style-type: none"> • moisture content • organic matter content • specific anions and cations • auto-analysers for determination of total P, total Kjeldahl N, orthophosphate, nitrite/nitrate and ammonia
Chemical principles and concepts	<p>Chemical principles and concepts may include:</p> <ul style="list-style-type: none"> • ions, atoms, molecules, bonding and links to chemical properties • chemical reactions involving acid/base, redox, complex ion formation, solubility and equilibrium • energy levels and absorption/emission spectra
Chemical tests methods	<p>Chemical tests methods may include:</p> <ul style="list-style-type: none"> • control of starting materials, in-process materials and finished products • environmental monitoring • basic troubleshooting and/or problem solving

RANGE STATEMENT	
	within the scope of SOPs and enterprise processes
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • chemicals: <ul style="list-style-type: none"> • acids (e.g. sulphuric, perchloric and hydrofluoric) • heavy metals and pesticides • anions (e.g. fluoride) • hydrocarbons (e.g. mono-aromatics) • aerosols from broken centrifuge tubes, pipetting • sharps and broken glassware • flammable liquids and gases • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as hydrogen in gas liquid chromatography, acetylene in atomic absorption spectrometry • sources of ignition • high-temperature ashing processes • disturbance or interruption of services
Hazard control measures:	<p>Hazard control measures may include:</p> <ul style="list-style-type: none"> • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using enterprise procedures • using personal protective clothing and equipment, such as gloves, safety glasses and coveralls • using containment facilities (PCII, PCIII and PCIV physical containment laboratories), containment equipment (biohazard containers, laminar flow cabinets, Class I, II and III

RANGE STATEMENT	
	biohazard cabinets) and containment procedures <ul style="list-style-type: none"> reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel
Records	Records may include: <ul style="list-style-type: none"> test and calibration results equipment use, maintenance and servicing history faulty or unsafe equipment
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: <ul style="list-style-type: none"> all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time all operations assume the potentially hazardous nature of samples and require standard precautions to be applied where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL974008A Capture and manage scientific images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to capture accurate and reproducible images of scientific (environmental, medical and technical) subjects using a scientific approach and enterprise procedures/protocols to ensure the integrity of the image. It also includes the ability to generate and maintain pre- and post-image capture records to ensure that images can be reproduced.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory technicians in all industry sectors. Personnel who capture images as a substantial part of their job role, should consider accessing the following units of competency from the <i>CUV40403 Certificate IV in Photoimaging</i> from <i>CUV03 Visual Arts, Crafts and Design Training Package</i>:</p> <ul style="list-style-type: none"> • <i>CUVPHI04B Apply photoimaging lighting techniques</i> • <i>CUVPHI05B Use a 35mm SLR camera or digital equivalent</i> • <i>CUVPHI06B Plan and carry out image capture in response to a brief</i> • <i>CUVPHI07B Process photoimages to work print/file stage</i> • <i>CUVPHI511A Produce technical photoimages.</i> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish requirements for image capture	1.1. Define requirements and purpose of the work and create a brief 1.2. Choose an imaging technique that maintains the integrity and veracity of the subject and fulfils the work requirements 1.3. Plan the work using technical knowledge to ensure an effective and efficient result
2. Plan and set up the	2.1. Select and assemble the required equipment

ELEMENT	PERFORMANCE CRITERIA
shoot	2.2. Follow ethical and legal work practices at all times 2.3. Assess risks or hazards and implement safety procedures 2.4. Prepare the subject to achieve the brief
3. Capture and reproduce the required image	3.1. Expose media or film and accurately document the work in progress 3.2. Review the image against the work requirements and repeat if necessary 3.3. Reproduce the image to specification
4. Keep records and deliver images	4.1. Accurately and retrievably record the request, technical specifications and images so that they are retrievable 4.2. Store records safely and securely to archival standards 4.3. Follow copyright and crediting policies and procedures 4.4. Make the images available to the client, discuss the results and ensure that requirements have been met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- creating and interpreting a brief
- applying an imaging technique that best meets the specifications and purpose of the job
- using a back-up system of image capture when shooting images
- producing consistent high quality, cost effective outcomes for clients
- keeping accurate records that allow future replication of images
- working safely and in an ethical manner

Required knowledge

Required knowledge includes:

- repercussions of manipulation of images and differences between adjustment and

REQUIRED SKILLS AND KNOWLEDGE

manipulation

- scientific approach and protocols to ensure integrity of images
- veracity of different types of storage media
- relevant copyright, moral rights and intellectual property issues and legislation
- relevant health, safety and environment requirements
- enterprise policies and procedures for capturing and managing scientific images

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessors should ensure that candidates can:

- create and interpret a brief
- apply an imaging technique that best meets the specifications and purpose of the job, consistent with enterprise procedures
- provide a back-up system of image capture when shooting images
- produce consistent high quality, cost effective outcomes for clients
- keep accurate records that allow future replication of images
- work safely and in an ethical manner consistent with legislation, regulations and codes of practice.

Context of and specific resources for assessment

This unit of competency is to be assessed in the workplace or simulated workplace environment.

This unit of competency may be assessed with:

- *MSL975015A Prepare animal and plant material for display.*

Resources may include:

- appropriate facilities, equipment and materials for image capture
- enterprise procedures, equipment manuals, industry

EVIDENCE GUIDE	
	catalogues and journals.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of portfolio of work completed by the candidate • feedback from clients and supervisor • oral or written questions to assess underpinning knowledge • case studies to assess the candidate's approach to different subjects and use of a variety of imaging techniques. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Biomedical, biotechnology, environmental</p> <p>It's Friday afternoon and a technical officer in a university biology faculty is asked, at short notice, to assist a postgraduate student to obtain images to support a presentation of her work at an international conference. She's flying out of the country to the conference on Sunday. The officer discusses the requirements with the student and determines that the images are needed for a poster presentation to show the differences between sizes of fungal spores. It is agreed that colour prints of four different sized spores are to be produced using a camera coupled to a stereomicroscope. Given the time constraints, a decision is made to use a digital image that</p>

EVIDENCE GUIDE

	can be reproduced on-site. The images are produced on Friday evening and the student produces her poster on Saturday. The details of the subject, conditions and the images themselves are carefully stored for later use in the student's thesis.
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Scientific images	<p>Scientific images may include the following types of imaging techniques:</p> <ul style="list-style-type: none"> • photographic • digital • X-ray • video • prints • transparencies • direct transformation from images to data, such as reading of DNA sequencing gels • auto-radiations • micrographs • other non-visible light sources, such as ultraviolet (UV) light, fluorescence and phosphorescence • electron micrographs
Scientific subjects	<p>Scientific subjects may include:</p> <ul style="list-style-type: none"> • building sites, environmental survey and monitoring sites

RANGE STATEMENT	
	<ul style="list-style-type: none"> • accident or incident sites, and injuries • forensic evidence • biological specimens • histological sections • live animals • chromatography gels
Job requirements and brief	<p>Job requirements and brief may include:</p> <ul style="list-style-type: none"> • description and specification of work, including constraints and due date • purpose of the image • specifications, such as size, purpose, audience, medium and style • interviewing and collecting information from the client • keeping records, request forms and notes
Purposes of the image	<p>Purposes of the image may include:</p> <ul style="list-style-type: none"> • publication as a thesis, presentation or on the web • temporal serial recording of changes over time • display as a poster, diorama, print or projection • preview, snapshot or proof of an image for production at a later stage • records of data for inclusion in databases • use in forensic investigation or court proceedings
Planning of the job	<p>Planning of the job may include:</p> <ul style="list-style-type: none"> • choice of type of image, media, site and conditions • preparation of the subject, such as make-up, choice of whole or part, staining, dissection, mounting, animal handling, setting up a light path for a microscope and appropriate magnification • technical requirements, such as resolution, film type, tripods, shutter speed, lens type and colour differential • back-up method and equipment for image capture • specification of final product, size, delivery, number and cost

RANGE STATEMENT	
	<ul style="list-style-type: none"> • position of subject
Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> • lighting • backdrops • camera systems and accessories
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals and radioisotopes • X-rays and other sources of electromagnetic radiation (laser and UV) • manual handling of heavy objects • slips, trips and falls, falling objects and moving machinery (e.g. on building sites) • pedestrian and vehicular traffic
Safety procedures	<p>Safety procedures may include:</p> <ul style="list-style-type: none"> • recognising and observing hazard warnings and safety signs • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • following required containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities • use of material safety data sheets (MSDS) • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • following established manual handling procedures
Ethical and legal work practices	<p>Ethical and legal work practices may include consideration of:</p> <ul style="list-style-type: none"> • industry codes of practice, contracts, permits,

RANGE STATEMENT	
	<p>intellectual property, crediting, plagiarism and copyright</p> <ul style="list-style-type: none"> • moral rights, model release, etiquette, decorum and sensitivity towards the subject, use of a chaperone and confidentiality
Production of images	<p>Production of images may include:</p> <ul style="list-style-type: none"> • sending images for processing • processing the images • use of commercial software
Storage of records	<p>Storage of records may include:</p> <ul style="list-style-type: none"> • the brief, technical specifications and images • file management (back-ups, data retrieval and storage) • paper-based, electronic or digital
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSS015002A Develop strategies for more sustainable use of resources

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers identifying strategies for more sustainable uses of resources. The unit includes the identification of waste as defined in lean manufacturing (muda) as part of a strategy for achieving better sustainability outcomes in a process as well as quantifying theoretical and actual resource (including energy) consumption.

Application of the Unit

This unit applies inside organisations and their value chains and specifically applies to the use of resources as part of an overall response to improving sustainability. The unit has been developed with manufacturing operations as a focus. However, because of the range of organisations in a typical manufacturing value chain it may also be applied to other types of organisations.

The unit assumes that a decision to attempt to achieve more sustainable use of resources has already been made. The unit covers the skills needed for developing a strategic approach to resource use at the organisation or value chain level.

The unit does not cover the technical skills required to implement specific initiatives that may be identified as part of the strategic plan. However, there is a requirement to present and organise data. The complexity of this requirement will vary according to the type and scale of the organisation's processes. Where required, appropriate mathematics and statistics units should be selected from the MEM05 Metal and Engineering Training Package or other appropriate Training Package.

Where the carbon footprint (or water footprint or similar) of an enterprise or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint.

It would typically be undertaken by a manager or technical specialist who had a major responsibility for sustainability as part of a broader work role, or sustainability may be their primary work responsibility.

For specific techniques covering the auditing of water, energy, emissions and transport, refer to relevant sustainability audit units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

- | | |
|---|---|
| 1 Quantify resource consumption | 1.1 Identify all significant resources used by process |
| | 1.2 Identify consumption measurements available for each resource |
| | 1.3 Determine consumption for each resource |
| 2 Quantify resource loss | 2.1 Determine theoretical consumption of each resource |
| | 2.2 Compare theoretical consumption with actual consumption |
| | 2.3 Determine loss (emission) for each resource |
| 3 Recommend strategies for reducing waste | 3.1 Short-list high emission process steps |
| | 3.2 Analyse process to identify emission steps or locations |
| | 3.3 Determine root cause of emission |
| | 3.4 Investigate methods for reducing emission |
| | 3.5 Develop strategies and recommendations for improvement |
| 4 Prepare resources use audit report | 4.1 Identify purpose of report and key stakeholders |
| | 4.2 Compile data, implications and recommendations |
| | 4.3 Consult with stakeholders as appropriate |
| | 4.4 Draft and present report |

Required Skills and Knowledge

Required knowledge includes:

- the concept of muda. Muda is usually summarised under the headings of the ‘seven wastes’ which include:
 - overproduction
 - delay/waiting
 - transportation
 - over processing
 - excess inventory
 - unnecessary motion
 - defects and rework
- methods of material balancing
- methods of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping manufacturing processes and resources consumed
- methods of measuring actual resource usage
- concept of muda and muda categories
- muda reduction methods and strategies
- AS/NZS ISO 14000 Environmental Management Standards

Required skills include:

- calculating, manipulating and interpreting numerical data, including establishing series, means and averages, absolute and proportional material and energy usage per product or process, correlations and rates of change
- analysing and conducting root cause analysis
- calculating theoretical consumption of resources as the minimum amount of resources per product or process step as defined by the customer multiplied by the rate of production or process
- calculating actual consumption of resources per unit (e.g. per product, operation, site or value chain)
- writing technical reports
- consulting with technical experts and internal and external stakeholders

Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to identify and quantify resources and waste in a process, recommend strategies to reduce waste and prepare a report with recommendations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts. Critical aspects of assessment and evidence include:</p> <ul style="list-style-type: none"> • quantifying significant resource consumption and emission using materials balancing • identifying and consulting with stakeholders • developing strategies for reducing emissions • preparing and presenting a resources use report.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit of competency is to be assessed in the workplace or a simulated workplace environment. • Assessment should emphasise a workplace context and procedures found in the candidate's workplace. • This unit of competency may be assessed with other relevant units addressing sustainability at the enterprise level or other units requiring the exercise of the skills and knowledge covered by this unit. • The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.
Method of assessment	<ul style="list-style-type: none"> • In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work-like environment.
Guidance information for assessment	

Range Statement

Waste	Waste in this unit is used in the broader sense of ‘muda’ as used in lean manufacturing and the competitive manufacturing units of competency developed by Manufacturing Skills Australia (MSA)
Emissions	<p>Emissions means all materials which enter the process/site but which do not leave as part of the product and so includes:</p> <ul style="list-style-type: none"> • known or able to be physically measured emissions of: <ul style="list-style-type: none"> • gases, vapours and fumes • liquids • solids • assumed emissions through material balancing • assumed emissions through energy loss, including heat, friction and other energy conversion yield losses
Theoretical consumption	Theoretical consumption of resources is the minimum amount of resources per product as defined by the customer multiplied by the rate of production
Actual consumption	Actual consumption is the amount of a resource entering the value chain
Significant resources	<p>Significant resources includes resources which are deemed to be significant because they are:</p> <ul style="list-style-type: none"> • high volume • high value • high environmental significance • important to the product or process • covered by legislation or regulation • important to the enterprise <p>It need not include resources which are incidental to the activity and which are not otherwise significant</p>

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

MSS402001A Apply competitive systems and practices

Modification History

New unit, superceding MSACMS200A Apply competitive manufacturing practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

Application of the Unit

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|---------------------------------------|---|
| 1 | Identify own place in the value chain | 1.1 Identify customers relevant to own work and their needs/requirements |
| | | 1.2 Identify suppliers for own work |
| | | 1.3 Identify value contributions along the chain |
| | | 1.4 Identify and recommend methods of increasing own contribution to the value chain |
| | | |
| 2 | Improve the product and process value | 2.1 Identify customer features/benefits in the product and process |
| | | 2.2 Identify aspects of product and process which contribute to customer features/benefits |
| | | 2.3 Identify aspects of product and process which do not contribute to customer benefits/features |
| | | 2.4 Recommend methods of reducing waste and increasing features/benefits |
| | | |
| 3 | Use competitive systems and practices | 3.1 Identify competitive systems and practices used in organisation and own work area |
| | | 3.2 Apply practices appropriate for the job or process |
| | | 3.3 Monitor the job/process and make adjustments to improve it in accordance with procedures |
| | | 3.4 Identify own skill requirements and seek skill development, if required |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of competitive systems and practices implementation and contributing suggestions for improvement
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from operations
- suppliers, their capabilities and contribution to value (this may be obtained from an existing value stream map or other enterprise documentation)
- waste (muda)
- relevant competitive systems and practices for own job and how to apply them
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will work effectively in a competitive systems and practices environment, making continual positive contributions to the improvement of the business within the scope of their job.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: <ul style="list-style-type: none"> • identify the scope of competitive systems and

	<p>practices implemented in their work area</p> <ul style="list-style-type: none"> • identify services and/or functions supplied by suppliers and to customers • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify aspects of products and process which add to or detract from customer benefit • contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>

Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control And Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted</p>
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	<p>so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customers	<p>Customers may include:</p> <ul style="list-style-type: none"> • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste <p>The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features</p>
Suppliers	<p>Suppliers may be:</p> <ul style="list-style-type: none"> • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable <p>The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit</p>
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS402002A Sustain process improvements

Modification History

New unit, superseding MSACMS201A Sustain process improvements - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices.

Application of the Unit

This unit applies to organisations implementing competitive systems and practices and continuous improvement. It covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements.

Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

This unit requires the application of skills associated with problem solving, initiative and enterprise and self-management in order to understand implement and monitor improvement practices. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

essential outcomes of a unit of competency.

demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine previous improvements	1.1	Identify impact of previous process improvements to equipment, operations, services or products in own work area
		1.2	Identify improvements where objectives have not been met
2	Implement corrective actions	2.1	Identify corrective actions that can be taken by self on process improvements that have not met objectives
		2.2	Obtain any required approvals
		2.3	Identify any additional, personal skill gaps and seek skill development
		2.4	Adopt improved processes
3	Check changes	3.1	Identify claimed improvements
		3.2	Identify methods of observing and measuring claimed improvements in own work area
		3.3	Check if claimed improvements are occurring and report problems in accordance with procedures
4	Check for further improvements	4.1	Look for areas of possible further improvement
		4.2	Discuss further improvements with peers and supervisors
		4.3	Take action to implement improvements in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope and stage of implementation of competitive systems and practices and contribute suggestions for further improvements in implementation
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)
- monitoring competitive systems and practices performance indicators in own work and work area

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from own work area operations
- suppliers to own work area, their capabilities and contribution to customer benefit
- waste (muda)
- relevant competitive systems and practices for own job and how to apply and monitor the outcomes
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will be able to demonstrate their willing adoption of new equipment, processes, procedures and practices as well as their
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	<p>expertise at implementing them and making critical reviews of their performance in line with their level of competence and authority.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • implement and monitor process improvements in own work area against objectives • contribute suggestions for further improvement/s • apply procedures for seeking approvals and reporting non-conformances.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made</p>

	to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts
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	<ul style="list-style-type: none"> • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and industry sector
Customers	<p>Customers may be:</p> <ul style="list-style-type: none"> • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste <p>The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features</p>
Suppliers	<p>Suppliers may be:</p> <ul style="list-style-type: none"> • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable <p>The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit</p>
Measuring improvements	<p>Measuring improvements may include:</p> <ul style="list-style-type: none"> • personally taking measurements • arranging for measurements to be taken/made by appropriate personnel
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipe • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Improvements	<p>Improvements include:</p> <ul style="list-style-type: none"> techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke) techniques that generate warning signals were a mistake is about to be performed (poka-yoke)

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS402010A Manage the impact of change on own work

Modification History

New unit, superseding MSACMC210A Manage the impact of change on own work - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

Application of the Unit

This unit applies to an employee in an organisation implementing competitive systems and practices that affect the employee's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The employee will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|--|--|
| 1 | Examine the impact of change on own work practices | 1.1 Identify competitive systems and practices relevant to changes in own work |
| | | 1.2 Examine changes to work flow |
| | | 1.3 Examine changes to equipment/process/physical environment |
| | | 1.4 Examine changes to work relationship with team members and other teams |
| | | 1.5 Examine changes to data collection needs |
| | | 1.6 Examine changed work for impacts on health, safety and environment (HSE) |
| | | 1.7 Examine changes to quality requirements |
| | | 1.8 Identify any additional individual skill needs |
| | | 1.9 Identify other areas requiring assistance |
| 2 | Implement change | 2.1 Review changes which may have an adverse impact with team leader |
| | | 2.2 Adopt changes to individual work practice |
| | | 2.3 Seek assistance in gathering/processing data, as required |
| | | 2.4 Implement the data collection/processing and take actions on resulting information in accordance with procedures |
| | | 2.5 Seek assistance/training to meet needs caused by change |
| 3 | Implement continuous | 3.1 Critically examine all changes |
| | | 3.2 Identify impacts of changes both up and down the |

improvement

immediate value stream

3.3 Identify areas for improvement

3.4 Make recommendations for improvement in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive systems and practices being implemented in the organisation that are relevant to own work, including, if implemented:
 - Just in Time (JIT) and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)
 - waste (muda) elimination
 - formal problem solving procedures (e.g. root cause analysis (RCA))
- analysing own work procedures
- communicating with others in work area, team leaders and other employees relevant to changes in own work
- solving problems relevant to changes in own work
- identifying sources of assistance in organisation if difficulty is experienced with changes
- interpreting relevant procedures and instructions
- working as part of a team

Required knowledge

Required knowledge includes:

- features of common competitive systems and practices sufficient for identification, including:
 - JIT and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)

- waste (muda) elimination
- formal problem solving procedures (e.g. RCA)
- current processes and principles of operation
- sources of data on the process/plant and possible applications to information
- methods of determining own skill needs and developing skills, if required
- HSE principles as relevant to own job
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to

	contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on. • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA)
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	<p>software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</p> <ul style="list-style-type: none"> • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Managing impact of change</p>	<p>Managing impact of change may include:</p> <ul style="list-style-type: none"> • elements being undertaken individually or as part of a team • seeking assistance from team leaders for areas outside the employee’s range of responsibility and authority
<p>Procedures</p>	<p>Procedures may include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Gathering and monitoring performance data	<p>The gathering and monitoring of performance data may be:</p> <ul style="list-style-type: none"> undertaken manually by individual employees through charts, tally sheets or keypad/board entry collected automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems
Continuous improvement	<p>Continuous improvement in competitive systems and practices (often referred to as kaizen) includes:</p> <ul style="list-style-type: none"> the continual evaluation and improvement of all process in terms of time required, resources used, resultant quality, and other aspects relevant to the process
Value stream	<p>The value stream begins with the customer and includes all actions (both value adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> sales outlet/representative information gathering, data analysis and research product design raw material sourcing intermediate processing final assembler/collation/preparation support services (e.g. accounting, finance and legal) storage and delivery to customer after market support

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402020A Apply quick changeover procedures

Modification History

New unit, superseding MSACMT220A Apply quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quick changeover procedures in an organisation implementing competitive systems and practices.

Application of the Unit

This unit applies to individuals in an organisation which is implementing competitive systems and practices and is pursuing quick changeover as one of its competitive operations tools. The unit can apply to quick changeovers of equipment, processes, batches or product type.

This unit covers the carrying out of these quick changeovers and also recommending improvements within the scope and authority of the individual's job.

Particular technical skills may also be required in some operations sectors and for some jobs. These skills should be gained from the Training Package relevant to the individual's industry and occupation.

This unit requires the application of skills associated with applying quick changeover procedures, including the planning and organising of own work, identifying problems and making suggestions for improvement of procedures.

This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. The unit is also not applicable to a maintenance/PVI shutdown as experienced by the continuous process manufacturers. However, where there is continuous operation on a campaign basis, it may be applied to the changeover between campaigns or similar changeovers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|--|-----|---|
| 1 | Prepare for changeover | 1.1 | Determine when changeover will be required |
| | | 1.2 | Review plans and instructions for quick changeover |
| | | 1.3 | Identify role of others in quick changeover |
| | | 1.4 | Obtain all required tools/parts/materials for changeover |
| | | 1.5 | Organise process and tools/parts/materials ready for changeover |
| 2 | Make quick changeover | 2.1 | Plan changeover according to quick changeover principles |
| | | 2.2 | Liaise and work with relevant people in quick changeover |
| | | 2.3 | Complete changeover according to procedures |
| | | 2.4 | Check output meets specification |
| | | 2.5 | Debrief with all relevant stakeholders |
| | | 2.6 | Note any steps which cause a problem |
| | | 2.7 | Recommend changes to problematic steps |
| 3 | Improve occupational health and safety | 3.1 | Identify hazards to self or others in all steps/actions |
| | | 3.2 | Determine risks from each hazard |

- (OHS)
- 3.3 Identify actions which may be performed in a more ergonomic manner
 - 3.4 Recommend changes to improve OHS

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- determining/predicting when a changeover will occur through knowledge of products and processes in own work area
- communicating with others to clarify scope and procedures for quick changeover and contributing suggestions for improvement
- planning own tasks in quick changeover
- identifying and working to target changeover time
- working as part of a team
- setting up quick changeover using appropriate tools, process skills and procedures
- following OHS procedures and regulatory requirements and notifying risks

Required knowledge

Required knowledge includes:

- principles of quick changeover, including:
 - setting of target time for changeover
 - conversion of internal set-up time to external set-up time, where appropriate
 - simplification of changeover steps
 - monitoring and continuous improvement of changeovers
- relevant operational procedures
- target time for changeover
- relevant OHS regulations and requirements
- purposes/requirements of changeover
- methods of recommending changes
- quality requirements for products and processes
- minimisation of changeover waste (e.g. scrap and energy)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope and equipment to be used in a quick changeover implemented in their work area • identify the target time • understand the difference between internal and external changeover steps • identify own tasks and responsibilities in a quick changeover • identify problems in quick changeovers • contribute suggestions for improvement.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)

	<ul style="list-style-type: none"> • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S
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	<ul style="list-style-type: none"> • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	<p>Changeover may refer to:</p> <ul style="list-style-type: none"> • an exchange of equipment (often dies or tools (traditional)) • a change between products/batches or between campaigns or processes. It may be any quantum change to produce a different product or undertake a different process <p>In competitive systems and practices equipment-based quick changeover techniques in manufacturing can often be referred to under different names, for example:</p> <ul style="list-style-type: none"> • single minute exchange of die (SMED) – The term originated with die changeovers but now often refers to the ability to perform any set-up activity in a minute or less of machine or process downtime • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button; broadly, an extremely simple procedure for performing a set-up activity
Set-up	<p>Set-up can be divided into two types:</p> <ul style="list-style-type: none"> • internal set-up (work that can be done only when the machine or process is not actively engaged in production) • external set-up (work that can be done concurrently

	<p>with the machine or process performing production duties)</p> <p>The same distinction can be applied to non-production equipment-based work areas where changeovers of processes or operations can be:</p> <ul style="list-style-type: none"> • internal (requires work to stop, be reset, computers restarted, and so on) • external (where work can continue during the changeover)
Set-up time	<p>Set-up time includes:</p> <ul style="list-style-type: none"> • the work time required to change over a machine or process from one item or operation to the next item or operation
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of operations, processes, plant and equipment • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402021A Apply Just in Time procedures

Modification History

New unit, superseding MSACMT221A Apply Just in Time (JIT) procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to work in an organisation implementing Just in Time (JIT) procedures.

Application of the Unit

This unit applies to an individual working in an organisation following JIT who will need to follow procedures which are specific to JIT, such as the controlled flow of material (e.g. the use of kanban and elimination of waste). This will involve the individual in the application of the pull system to their job and the authorisation of product/material flows in accordance with procedures and their level of authority.

This unit requires the application of skills associated with planning and organising and self-management to deliver product on demand using necessary tools, equipment and processes to meet production requirements. The unit also requires an ability to recognise and act on problems that may interfere with meeting production demands.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Respond to indicator of demand	1.1	Identify pull of product through work role
		1.2	Recognise indicator of flow authorisation
		1.3	Identify production or service required
2	Make products or deliver service to demand	2.1	Make product or deliver service as required by ticket
		2.2	Identify any factors likely to prevent demand being satisfied in own work or work of the team
		2.3	Take action in accordance with procedures
3	Update demand information as required	3.1	Record information on ticket to procedures, as required
		3.2	Facilitate operation of flow authorisation as part of work
4	Recommend improvements	4.1	Examine the operation of the JIT system as it relates to own work
		4.2	Identify areas for improvement
		4.3	Identify any additional personal skill requirements to implement JIT procedures
		4.4	Recommend improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- receiving ticket, kanban, order or other indicator of demand and interpreting correctly for own work function, including quantity, quality, time and delivery requirements
- ensuring that all production and movement of parts/material or delivery of a service for which the individual is responsible for takes place only as required by a downstream operation
- recognising and taking appropriate action on faults and other issues that may threaten the JIT delivery of own product or service
- reading and recording information on tickets or other indicators of demand
- suggest improvements to JIT system, as appropriate
- performing technical functions to meet indicators of demand from downstream and to issue indicators of demand upstream

Required knowledge

Required knowledge includes:

- relevant indicator of demands for own job
- own role in flow authorisation
- JIT methods relevant to job
- procedures for recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the indicators of demand and the flow authorisation system in their work area • relate products and services supplied by suppliers and customers to the flow authorisation system • identify own tasks and responsibilities and relate them to the flow authorisation system • interpret received indicators of demand correctly for quantity, quality and time of delivery • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.

	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using some combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>JIT</p>	<p>JIT is a scheduling concept that calls for any item or service needed for an operation, whether a service, raw material, finished item, or anything in between to be available:</p>

	<ul style="list-style-type: none"> precisely when the service, product or operation is to be produced or undertaken in the right quantity and at the right quality
Product	<p>Product may include:</p> <ul style="list-style-type: none"> a physical product a supporting utility service, such as water, gas, power some other service (e.g. cranes and forklifts)
Flow authorisation	<p>Flow authorisation refers to:</p> <ul style="list-style-type: none"> a system which authorises the worker to make a product without reference to another authority
Indicator of demand	<p>An indicator of demand may include:</p> <ul style="list-style-type: none"> kanban bin, ticket or similar some other indicator of demand pull which authorises production or movement of an item (in some plants, this may also include authorisation using SCADA software) <p>In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar</p>
Ticket	<p>A ticket may include:</p> <ul style="list-style-type: none"> kanban or some other record, paper or electronic, which constitutes the whole or part of the flow authorising system (where kanban bins are used, there may be no other record)
Kanban	<p>Kanban refers to:</p> <ul style="list-style-type: none"> a card or sheet used to authorise production or movement of an item and may vary in format or content between organisations and departments
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action
Pull system	<p>A pull system refers to:</p>

	<ul style="list-style-type: none"> • an operations planning system based on making on demand, as opposed to a push system based on making for stock using a sales forecast
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402030A Apply cost factors to work practices

Modification History

New unit, superseding MSACMT230A Apply cost factors to work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to identify cost components in their work and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

The unit covers the skills to be able to assess the relative costs of the alternatives and use this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

This unit requires the application of skills associated with problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency. text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify the major cost components of product or process in own work area	1.1	Identify cost components in the product or process in own work area
		1.2	Recognise the impact of current or alternative actions on costs
2	Identify constraints to cost-efficiency	2.1	Identify required production/process rate and major costs
		2.2	Identify costs factors under individual or team control
		2.3	Relate identified costs factors to impact on overall cost of production/process
		2.4	Identify cost factors that are a constraint to cost-efficiency in own work area
3	Apply cost-efficient work practices	3.1	Identify and explain to relevant people the implications of possible actions/changes to improve cost-efficiency in simple financial terms
		3.2	Identify non-financial implications of proposed changes in discussion with relevant people
		3.3	Select actions which minimise overall costs
		3.4	Monitor actions to ensure cost-efficiency in own work area is maintained

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- identifying fixed and variable cost components relevant to own work, including where applicable:
 - power/energy
 - materials, plant and equipment
 - production or process time, including impact on salary and wages
 - office expenses
 - government taxes and charges

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense and income
- major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope of their own and their teams work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per
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	<p>item, process and task) and not just in a general manner</p> <ul style="list-style-type: none"> • identify and express costs factors in simple financial terms • use cost factors to select lower cost alternatives when making decisions.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and</p>

	literacy capacity of the candidate and the work being performed.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems
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	<p>and practices</p> <ul style="list-style-type: none"> • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	<p>Cost components include:</p> <ul style="list-style-type: none"> • fixed and variable costs, such as power/energy, materials, plant and equipment, production or process time, including impact on salary and wages • office expenses, such as telephone • government taxes and charges
Process	<p>Process may include:</p> <ul style="list-style-type: none"> • a production, maintenance, logistics, office or other support process in an organisation
Overall cost	<p>Overall cost may include:</p> <ul style="list-style-type: none"> • the assessment of negative and positive financial implications • negative long-term issues, such as occupational health and safety (OHS), environmental and regulatory issues

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402031A Interpret product costs in terms of customer requirements

Modification History

New unit, superseding MSACMT231A Interpret product costs in terms of customer requirements - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to MSS402030A Apply cost factors to work practices, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

Application of the Unit

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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| 1 | Identify cost components deriving from customer benefit and other costs | 1.1 | Identify customer features/benefits in product or process being undertaken |
| | | 1.2 | Identify cost components which deliver customer features/benefits and those which do not |
| 2 | Compare required performance of product or process steps with actual performance | 2.1 | Identify performance required to meet customer needs in own work and that of team |
| | | 2.2 | Identify actual performance |
| | | 2.3 | Compare cost components of products or process with current customer-related targets |
| | | 2.4 | Separate costs components into those that contribute to customer features/benefits and those that do not |
| | | 2.5 | Determine non-contributing cost components which are under control of the individual or team |
| 3 | Minimise waste | 3.1 | Recommend changes to eliminate or reduce waste |
| | | 3.2 | Adopt changes which minimises waste |
| | | 3.3 | Monitor effect of changes to ensure gains are made against customer features/benefits |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying customer benefit in own work and that of the individual's team
- identifying financial and other performance indicators for own work and of team, including where appropriate, takt time
- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- classifying fixed and variable cost components in terms of relevancy to customer benefit, including where applicable:
 - power/energy
 - materials, plant and equipment
 - production or process time, including impact on salary and wages
 - required and unnecessary downtime
 - office expenses
 - government taxes and charges

Required knowledge

Required knowledge includes:

- value as defined by the customer and the relevancy to own and team's work
- ability to access company information about:
 - customer features/benefits
 - cost components of products made
 - costs concepts, such as expense and income
 - major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify customer benefit from own and team's work • express cost factors (financial and other factors) in specific terms (e.g. cost per item, process and task), and not just in a general manner • identify and express costs factors in simple financial terms • contribute suggestions for improvement to minimise waste and overall costs.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>

	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just In Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving
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	<ul style="list-style-type: none"> • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customer features/benefits	<p>Customer features/benefits include:</p> <ul style="list-style-type: none"> • characteristics of the product or service which add value to the customer, this value may be assessed in financial or features terms <p>The customer may be:</p> <ul style="list-style-type: none"> • internal or external
Performance	<p>Performance may include:</p> <ul style="list-style-type: none"> • the rate of output of the plant compared to the rate required to meet demand • takt, where takt time is the allowable time to produce one product at the rate and quality customers are demanding it (this is NOT the same as cycle time, which is the normal time to complete an operation on a product – which should be less than or equal to takt time)
Customer-related targets	<p>Customer-related targets include:</p> <ul style="list-style-type: none"> • internally set financial and operational targets that contribute to meeting customer features/benefits
Contributing and non-contributing cost components	<p>Contributing costs include:</p> <ul style="list-style-type: none"> • costs that make a direct contribution to customer features/benefits. These costs continue to need to be incurred (although they may be minimised) in order to gain the customer feature/benefit <p>Non-contributing costs include:</p> <ul style="list-style-type: none"> • other costs that do not contribute to customer features/benefits. These may be costs that must be maintained, such as regulatory compliance and occupational health and safety (OHS) costs and other costs which are not required and do not contribute to customer features and so should be eliminated if possible (this is also defined in terms of <i>waste</i> – see

	below)
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) includes:</p> <ul style="list-style-type: none"> • any activity which does not contribute to customer or organisation benefit/features in the product <p>Categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items <p>Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers</p>

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402040A Apply 5S procedures

Modification History

New unit, superseding MSACMT240A Apply 5S procedures in a manufacturing environment
- Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to apply 5S procedures to their own job and work area. The unit assumes the employee has a particular job and an allocated work area and that processes in the work area are known by the individual.

Application of the Unit

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, and so on. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes. For employees in an office, the specific office-related unit *MSS402041A Apply 5S in an office* should be selected.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|---------------------------------|-----|---|
| 1 | Sort needed items from unneeded | 1.1 | Identify all items in the work area |
| | | 1.2 | Sort items to achieve deliverables and value expected by downstream and final customers |
| | | 1.3 | Sort items required for regulatory or other required purposes |
| | | 1.4 | Place any non-essential item in a appropriate place other than the workplace |
| | | 1.5 | Regularly check that only essential items are in the work area |
| 2 | Set the workplace in order | 2.1 | Identify the best location for each essential item |
| | | 2.2 | Place each essential item in its assigned location |
| | | 2.3 | After use immediately return each essential item to its assigned location |
| | | 2.4 | Regularly check that each essential item is in its assigned location |
| 3 | Shine the work area | 3.1 | Keep the work area clean and tidy at all times |
| | | 3.2 | Conduct regular housekeeping activities during shift |
| | | 3.3 | Ensure the work area is neat, clean and tidy at both beginning and end of shift |

4	Standardise activities	4.1	Follow procedures
		4.2	Follow checklists for activities, where available
		4.3	Keep the work area to specified standard
5	Sustain the 5S system	5.1	Clean up after completion of job and before commencing next job or end of shift
		5.2	Identify situations where compliance to standards is unlikely and take actions specified in procedures
		5.3	Inspect work area regularly for compliance to specified standard
		5.4	Recommend improvements to lift the level of compliance in the workplace

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement
- visualising operations in terms of flow and contribution to customer outcomes
- planning own tasks in implementation of 5S
- implementing 5S in own work area according to instructions
- identifying waste (muda)
- prioritising activities and items
- reading and interpreting documents describing procedures
- recording activities and results against templates and other prescribed formats
- working with others
- solving problems

Required knowledge

Required knowledge includes:

- operations and processes relevant to own job
- meaning and application of 5S steps to own job and work area
- principles of efficient workplace organisation
- purposes of 5S
- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects

	<ul style="list-style-type: none"> • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems
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	<ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
5S	<p>5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is:</p> <ul style="list-style-type: none"> • sort • set in order • shine • standardise • sustain
Sort	<p>Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes:</p> <ul style="list-style-type: none"> • clearing the work area of all non-essential equipment and materials <p>Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations</p>
Set in order	<p>Set in order includes:</p> <ul style="list-style-type: none"> • assigning required equipment and materials appropriate locations in the work area

Shine	<p>Shine includes:</p> <ul style="list-style-type: none"> • keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	<p>Standardising includes:</p> <ul style="list-style-type: none"> • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure
Sustain	<p>Sustain includes:</p> <ul style="list-style-type: none"> • making sure that daily activities are completed every day regardless of circumstance • cleaning up after a job • undertaking inspections, including: <ul style="list-style-type: none"> • informal inspections carried out often, at least weekly • formal inspections carried out at least monthly • generating continuous improvement actions from daily activities • following up specific actions to generate continuous improvement
Items in work area	<p>Items in work area may include:</p> <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402050A Monitor process capability

Modification History

New unit, MSACMT250A Monitor process capability - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

Application of the Unit

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

1	Collect and process data	1.1	Take specified measurements/readings, as required
		1.2	Enter data in log, computer or other record
		1.3	Manipulate and/or chart data as required by procedures
2	Identify variations that are not random and take action	2.1	Examine chart and/or reliability information
		2.2	Distinguish between random variations and those with an identifiable cause
		2.3	Take action specified in procedures when a variation with an identifiable cause occurs
3	Assist in process improvement	3.1	Collect data for process capability improvement trials
		3.2	Make recommendations for improvement
		3.3	Implement revised capability monitoring procedures

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
 - work instructions

- standard operating procedures
- formulas/recipes
- production and batch sheets
- temporary instructions
- other provided operating instructions
- monitoring performance data against specifications and control parameters
- examining equipment procedures, products and processes for possible causes of variations
- identifying when corrective action is required by reference to procedures

Required knowledge

Required knowledge includes:

- data collection methods for operations in work area
- data processing techniques required
- basic variability and normal distribution
- recognition of identifiable causes in accordance with procedures
- causes of different types of identifiable causes as defined by procedures
- actions to be taken for the different causes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence should be available of data collected and processed. There may also be evidence of assignable causes recognised and action taken. There should not be evidence of assignable causes being ignored.</p> <p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope of operations, including required performance parameters in their work area • collect, enter and process data, including normal performance and variations • read and interpret data, including identifying variation to set parameters • determine where assignable causes can be allocated to variations and take appropriate action • participate in data collection, when required, for
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	<p>process capability trials</p> <ul style="list-style-type: none"> • contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems. • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
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Six sigma	<p>Six sigma is a process improvement methodology based on statistical process control with six sigma limits which equates to 3.4 defects per million opportunities for each product or service transaction</p> <p>Six sigma is also often used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package</p>
Three sigma	<p>Three sigma includes:</p> <ul style="list-style-type: none"> • statistical process control with three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other form
Random variation	<p>Random variation is the term used in statistical control to refer to those variations for which no cause can be found</p>
Identifiable cause	<p>Identifiable cause (also referred to as assignable cause or special cause) refers to:</p> <ul style="list-style-type: none"> • those variations for which a cause can be found and so the cause of the variation eliminated
Process capability	<p>Process capability means the capability of the process to deliver to customer defined requirements. Process capability includes process stability against standardised practices and documentation to eliminate variation against customer requirements</p>

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS402051A Apply quality standards

Modification History

New unit, superseding MSACMT251A Apply quality standards - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

Application of the Unit

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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| 1 | Assess own work | 1.1 | Continuously check completed work against workplace standards relevant to the operation being undertaken |
| | | 1.2 | Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned |
| | | 1.3 | Identify and isolate faulty components, products or processes |
| | | 1.4 | Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures |
| 2 | Assess quality of received components, parts or materials | 2.1 | Continuously check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance |
| | | 2.2 | Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service |
| | | 2.3 | Identify and isolate faulty components, parts, materials or information that relate to the operator's work |
| | | 2.4 | Record and/or report faults and any identified causes in accordance with workplace procedures |
| | | 2.5 | Identify causes of any identified faults and take corrective action as specified in workplace procedures |
| 3 | Measure components, parts or materials | 3.1 | Measure materials, component parts, information, service or products, as required, using the appropriate measuring instruments in accordance with workplace procedures |

4	Record information on production indicator	4.1	Record basic information on quality and other indicators of process performance in accordance with workplace procedures
5	Investigate causes of quality deviations	5.1	Investigate and report causes of deviations from specified quality standards for components
		5.2	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting work instructions, specifications, standards and patterns appropriate to own work
- carrying out relevant visual inspections of materials, component parts and final products
- carrying out relevant physical/chemical measurements or tests
- maintaining accurate work records in accordance with procedures
- carrying out work in accordance with occupational health and safety (OHS) policies and procedures
- meeting work specifications
- communicating effectively within defined workplace procedures
- interpreting and applying defined procedures

Required knowledge

Required knowledge includes:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- basic characteristics of materials used in the relevant production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • interpret, relevant work instructions, standards and specifications appropriate to own work • check and measure relevant quality parameters • interpret results of quality checks in terms of specifications, patterns and work standards • take required action where standards of materials, component parts, final product or work processes are found to be unacceptable • maintain accurate records.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

	<p>contingencies, improvement scenarios, and so on)</p> <ul style="list-style-type: none"> • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis
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	<ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Quality parameters	<p>Quality parameters may include:</p> <ul style="list-style-type: none"> • finish • size • durability • product or process variations • materials • alignment • colour • damage and imperfections • time
Quality checks	<p>Quality checks are against set parameters for the process or product. Examples include:</p> <ul style="list-style-type: none"> • visual inspection • physical measurements • chemical tests • checks against patterns, templates and guides • processing time
Materials	<p>Materials may include:</p> <ul style="list-style-type: none"> • physical raw materials • orders, forms and other documentation • services required for undertaking an operation (e.g. power, water, compressed air and fuel)

Measure	<p>Measure includes:</p> <ul style="list-style-type: none"> those measurements which may be taken by the employee in the workplace/at their work station
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures formulas/recipes batch sheets temporary instructions and similar instructions provided for the operation of the plant good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Indicators of production performance	<p>Indicators of production performance may include:</p> <ul style="list-style-type: none"> number of items/production rate delays and causes of delays (where known) other information as specified in the procedures
Data entry/recording	<p>Data entry/recording may include:</p> <ul style="list-style-type: none"> keyboard written (including ticks or signs) verbal
Sources of information/ documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> quality and Australian standards and procedures work instructions, patterns, designs and recipes organisation work procedures manufacturer instructions for materials and equipment organisational or external personnel customer requirements
Investigate and report	<p>Investigate and report includes:</p> <ul style="list-style-type: none"> following set procedures defined for such investigations <p>Set procedures may include:</p> <ul style="list-style-type: none"> verbal instructions

	<ul style="list-style-type: none"> • documented procedures • other quality procedures as implemented within an organisation or work environment
Workplace context	<p>Workplace context includes:</p> <ul style="list-style-type: none"> • work organisation procedures and practices relating to the manufacture and quality outcomes for products • conditions of service, legislation and industrial agreements, including: <ul style="list-style-type: none"> • workplace agreements and awards • federal or state/territory legislation • standard work practice
Reporting/communication	<p>Reporting/communication may include:</p> <ul style="list-style-type: none"> • verbal and written communication in accordance with organisational policies and procedures • oral, written or visual communication and may include simple data
Being responsible for the maintenance of own work quality	<p>Being responsible for the maintenance of own work quality may include:</p> <ul style="list-style-type: none"> • contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures • following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation
Applicable regulations and legislation	<p>Applicable regulations and legislation may include:</p> <ul style="list-style-type: none"> • OHS legislation relevant to workplace activities • workers compensation legislation

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402060A Use planning software systems in operations

Modification History

New unit, superseding MSACMT260A Use planning software systems in manufacturing -
Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to access planning software (often known as Enterprise resource Planning (ERP), Materials Resource Planning (MRP and MRPII), and often by a proprietary name, to make routine business decisions required of the person as a regular part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a planning software system and who must interface with that system. The unit applies to both accessing information from the planning software system and using it as an aid to decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|--|---|
| 1 | Use interface | 1.1 Identify terminals relevant to own work station and functions |
| | | 1.2 Use keyboards, track ball/mouse and monitor and/or other peripherals to access system |
| | | 1.3 Navigate through system and screens to find program menu and data relevant to own work |
| | | 1.4 Identify and input information on own work processes at required frequency and to required detail |
| | | 1.5 Access message section and acknowledge messages |
| | | 1.6 Identify problems and make suggestions for improvements to relevance of planning software to own work |
| | | |
| 2 | Access information | 2.1 Identify work processes that require information from planning software system |
| | | 2.2 Obtain relevant data and information on current operations from the planning software system |
| | | 2.3 Identify the status of items in the value stream |
| | | 2.4 Access historical data and information |
| | | 2.5 Interpret information and identify and prioritise any actions required in response to information |
| | | |
| 3 | Take appropriate actions in accordance with procedures | 3.1 Take actions in response to information obtained from planning software |
| | | 3.2 Follow up as appropriate to ensure anticipated results have occurred |
| | | 3.3 Record adjustments and variations according to procedures |

3.4 Identify any learning needs to use planning software and seek appropriate support

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - formulas/recipes
 - production and batch sheets
 - temporary instructions
 - other provided operating instructions
- working within access control requirements of the planning software system
- identifying modules, screens, files, and so on, of software relevant to own work
- logging in and using terminals and planning software at a level of access appropriate to own work
- accurately inputting data
- searching and retrieving data
- accessing nominated assistance with planning software

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- planning software system and operation, including:
 - terminal locations and types
 - security and access arrangements
 - range of information held in planning software relevant to own work
 - data collection methods for operations in work area
 - assistance arrangements for users of planning software
 - business activities exercised by/through the planning software system
- value created by operations for customers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope and relevance of planning software system to their own work • enter and retrieve data, including normal performance and variations • use planning software system to assist in own work • contribute suggestions for improvement to performance and relevance of planning software to own work area.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues

	<p>(third-party reports)</p> <ul style="list-style-type: none"> • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz)
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	<ul style="list-style-type: none"> • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Planning software	<p>Planning software includes:</p> <ul style="list-style-type: none"> • software systems which integrate a range of business information, such as finance, logistics maintenance and production (frequently referred to as ERP, MRP, MRPII or a range of proprietary names)
Relevant data and information	<p>Relevant data and information may include:</p> <ul style="list-style-type: none"> • technical and other drawings • standard operating procedures and other work instructions • production schedules including historical data • orders and order tracking information • stock control • contact lists • occupational health and safety (OHS) information
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement, stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing

	<ul style="list-style-type: none"> • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
Items in the value stream	<p>Items in the value stream refer to information held within the planning software system that contributes to creating value as determined by the customer. Depending on the organisation it may include:</p> <ul style="list-style-type: none"> • physical elements of the production system, such as sites, work stations, equipment, material, including stock, work in progress and finished products • information needed to meet customer requirements, such as designs, drawings, work instructions, standard operating procedures, standards, material lists and pricing • information not directly related to current customer requirements but required by the organisation
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402061A Use SCADA systems in operations

Modification History

New unit, superseding MSACMT261A Use SCADA systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to interact with a System Control and Data Acquisition (SCADA) system as part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a SCADA system and the individual must interface with that system. The individual will need to access this system as part of their routine and take actions based on the information they obtain from the SCADA system in accordance with procedures.

This unit requires the application of skills associated with using communication tools and technology for management of own work, planning and problem solving.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|---|---|
| 1 | Use operator interface | 1.1 Identify SCADA terminals relevant to own work station and functions |
| | | 1.2 Use keyboards, track ball, monitor and/or stand alone controllers to access/interrogate system |
| | | 1.3 Use correct level of access and find all relevant screens and information |
| | | 1.4 Access message section and acknowledge messages |
| | | 1.5 Input and output information correctly according to program and organisation requirements |
| 2 | Use information | 2.1 Obtain data and information from SCADA, as required, including process, supply and product chain data |
| | | 2.2 Interpret data and information as required by own job |
| | | 2.3 Find and use relevant historical data and information |
| | | 2.4 Use manufacturer manuals or specifications, as required, to expand knowledge of SCADA system relevant to own work |
| | | 2.5 Determine and prioritise required actions |
| 3 | Make required changes in accordance with procedures | 3.1 Adjust production/process in response to SCADA information |
| | | 3.2 Record adjustments and variations to specifications/schedules and report to appropriate personnel |
| | | 3.3 Seek feedback and information on adjustments to further improve procedures, where required |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using SCADA terminals and other input devices
- reading and interpreting electronic and hard copy SCADA operating instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - temporary instructions
 - other provided operating instructions
- working within security and access control requirements of the SCADA system
- identifying modules, screens, and so on, of SCADA system relevant to own work
- accurately inputting and outputting data
- searching and retrieving data
- accessing SCADA system nominated assistance, when required

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope and relevance of the SCADA system to their own work • access correct levels of the SCADA system • enter and retrieve data, including normal performance and variations
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	<ul style="list-style-type: none"> • use SCADA system to assist in own work.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented ,or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>SCADA</p>	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect

	<p>critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action</p> <p>In some industry sectors, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS). These sectors may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system).</p> <p>SCADA systems may provide information from outside of the process, such as stock/material levels in a customer plant and/or available supply, supply rates and pricing from a supplier plant. This information may all be accessed by the SCADA system and the employee using it in order to make production rate and other control decisions (either automatically or human assisted) about their own operations and work processes</p>
Supply and product chains	<p>The supply chain Includes:</p> <ul style="list-style-type: none"> • all suppliers in the chain from the initial raw material up to the current step in the operations process <p>The product chain includes:</p> <ul style="list-style-type: none"> • all steps after the current step up to the final customer <p>Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes:</p> <ul style="list-style-type: none"> • the product sale • outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) <p>Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive systems and practices can reach its full potential without including the entire 'organisation' in its planning</p>
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures

	<ul style="list-style-type: none">• formulas/recipes• batch sheets• temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402080A Undertake root cause analysis

Modification History

New unit, superseding MSACMT280A Undertake root cause analysis - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA) by any person. This will often be undertaken by people working in a team. This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

Application of the Unit

This unit applies to individuals working in an organisation which is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

Where training in a wider range of problem solving techniques and tools is required the unit MSAPMSUP390A Use structured problem solving tools should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

essential outcomes of a unit of competency.

demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Recognise problems	1.1	Identify features or occurrences indicative of a problem
		1.2	Use appropriate tools, techniques and charts to define the problem
2	Implement quick fix	2.1	Recommend a quick fix within the scope of competency and authority
		2.2	Use technology or processes relevant to the problem to implement quick fix
3	Determine root cause	3.1	Identify a range of possible causes
		3.2	Gather data and other information to eliminate or confirm possible causes
		3.3	Use available data and information to link causes and effects
		3.4	Seek assistance, as required
		3.5	Identify root cause
4	Develop permanent solution	4.1	Identify a range of methods to eliminate the root cause or break the cause tree
		4.2	Select the most appropriate solution
		4.3	Liaise with relevant people
		4.4	Recommend or implement solution within the limits of competency and authority

- 4.5 Monitor impact of solution and make further recommendations, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- cooperating and working with others on problem solving
- assessing and recording information from a variety of sources
- defining potential problems factually, including:
 - location and extent of problem or incident
 - sequence of events where relevant
 - extent of deviation from normal operation or performance
- analysing potential problems across a range of varied activities and knowledge applications
- reading and constructing simple charts, such as cause and effect diagrams

Required knowledge

Required knowledge includes:

- RCA methodology, including difference between quick fixes and root cause elimination or breaking of causal tree
- principles and normal operation of equipment, plant and processes in own work area sufficient to undertake a RCA and propose solutions
- common variances to normal performance that are indicators of a problem
- use of relevant analysis tools (e.g. cause/effect diagrams, Pareto charts and 5 Whys)
- operations in own work area

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must
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<p>evidence required to demonstrate competency in this unit</p>	<p>be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • undertake problem identification • use appropriate processes to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures to problems within own area and range of technical skills and knowledge • evaluate implementation of solutions.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and</p>

	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree
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	<p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Features or occurrences indicative of a problem	<p>Examples of features or occurrences indicating problems include:</p> <ul style="list-style-type: none"> • variation to normal plant or equipment operation • unplanned or non-conforming process or operations outcomes • out of specification products • excess scrap • accidents and emergencies • regulatory breaches • customer returns and complaints • reduction or loss of sales
Root cause	<p>There are many possible causes of any problem. The root cause contrasts with other possible causes of a problem which when eliminated have no impact or only ameliorate the problem. Elimination of the root cause permanently eliminates the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found.</p>
Cause tree	<p>The series of causes is referred to as the cause tree. Not all root causes are accessible and able to be eliminated. Breaking the cause tree is such a way that the problem cannot recur is an acceptable alternative.</p> <p>Not all situations can wait for the RCA and eventual elimination of the root cause as there may be serious current impacts. The quick fix will control these immediate impacts, but does not eliminate the root cause.</p>
Quick fix	<p>A quick fix is not a short cut or side step for a permanent solution to the root cause. It is a necessary step designed to control the immediate impacts of a problem, for example, to prevent ongoing errors or to ameliorate damage.</p>
Appropriate techniques/charts	<p>Appropriate techniques/charts may include:</p> <ul style="list-style-type: none"> • control charts • Pareto charts

	<ul style="list-style-type: none">• run charts• flow charts• cause and effect diagrams• tree diagrams• 5 Whys analysis
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402081A Contribute to the application of a proactive maintenance strategy

Modification History

New unit, superseding MSACMT281A Contribute to the application of a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make a positive contribution to proactive maintenance strategies, including actions that contribute to equipment uptime and overall equipment effectiveness (OEE).

Application of the Unit

This unit applies to an individual in an organisation which is following a predictive, preventative or reliability-centred maintenance strategy and which requires commitment from all employees. The employee should 'own' their equipment/plant and take an active part in the implementation of the strategy within the scope of their authority.

This unit requires the application of skills associated with accessing and maintaining equipment/plant documentation, It also requires problem solving, initiative and enterprise to continually monitor and maintain operational performance of equipment/plant used in work role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency. text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain equipment/plant	1.1	Keep equipment/plant within area of responsibility clean
		1.2	Ensure equipment/plant is serviced and adjusted, as required, in accordance with procedures and own level of responsibility
		1.3	Access manufacturer manuals and specifications, where required, to expand knowledge on the maintenance of equipment/plant
		1.4	Access and update documentation on equipment/plant operation and maintenance as appropriate to workplace procedures
2	Monitor operation of equipment/plant	2.1	Regularly check key conditions of the equipment/plant as defined in workplace procedures
		2.2	Regularly check equipment/plant OEE
		2.3	Note any deviation from conditions specified in procedures
		2.4	Identify any previous occurrences of this deviation
3	Identify deviations and patterns	3.1	Identify any previous occurrences of a deviation
		3.2	Identify any related deviations which have occurred
		3.3	Identify any unusual occurrence which may be related to a deviation
4	Take action appropriate to	4.1	Liaise with relevant people regarding the deviation and the solution

competency and authority on deviation	4.2	Implement solution and/or assist with the implementation of the solution, as appropriate
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy plant, equipment, and process instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - workshop manuals and instructions from equipment manufacturers in regards to plant or equipment operation, regular maintenance, troubleshooting, and record of use or production
 - production and batch sheets
 - temporary instructions
 - other provided operating instructions
- examining equipment procedures, products and processes for possible causes of deviations from patterns of normal use
- interpreting OEE rates
- servicing and maintaining plant and equipment consistent with area of responsibility and own technical skills

Required knowledge

Required knowledge includes:

- normal behaviour of the equipment/plant
- indicators of abnormal performance
- principles of operation of plant and equipment sufficient to recognise problems and propose solutions
- appropriate cleaning and adjusting for the equipment/plant/area as required by procedures
- concept of OEE as: $availability \times performance \times quality\ rate$

where:

- availability takes into account losses due to breakdown, set up and adjustments
- performance takes into account losses due to minor stoppages, reduced speed and idling

- quality rate takes into account losses due to rejects, re-works and start-up waste

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • recognise deviations from normal performance patterns and deal with them appropriately • undertake operational service and maintenance on plant and equipment according to instructions.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports)

	<ul style="list-style-type: none"> • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams
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	<ul style="list-style-type: none"> • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Uptime	<p>Uptime refers to:</p> <ul style="list-style-type: none"> • the overall availability of the plant – it is the inverse of downtime or the unavailability of the plant. Ideal uptime is 100%
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403001A Implement competitive systems and practices

Modification History

New unit, superseding MSACMS400A Implement a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement and review competitive systems and practices in a person's own work within a team or work area, including the consideration of the impact on the work of others. The unit focuses on the holistic application of competitive systems and practices to achieve improved performance in own work and in activities with others in the team or work area that contribute to improving customer benefit.

Application of the Unit

This unit applies to individuals who are applying competitive systems and practices to their own work in a way that integrates with others in the team or work area who are also implementing competitive systems and practices. Depending on the operations or processes in the team or work area the unit may also include interaction with other teams and work areas.

The unit is suitable for individuals who have formal responsibility for the work of others, such as team leaders. It is also suitable for individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit applies to the areas of cost, quality, delivery, safety/environment, and employee capability including continuous reviewing of performance against these five areas in liaison with other relevant people. Improvement initiatives in these five areas are usually developed and implemented with the support of technical support staff. Whereas other units may emphasise the competence to use one or more competitive practices, this unit emphasises the ability to advance on all five key areas over a moderate time period.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to identify opportunities to make improvements and maximise performance. Communication, the ability to work in a team and planning and organising skills are required to implement improvements and address any conflicts that arise. This unit also requires an ability to identify appropriate technology, and to consider and integrate feedback on how personal performance can be improved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Contribute to the improvement of the operations system in team or work area	1.1	Identify key performance indicators for area of operations
		1.2	Implement and review competitive systems and practices to improve health, safety and environment (HSE) performance of self and others
		1.3	Implement and review competitive systems and practices to maximise quality consistency
		1.4	Implement and review competitive systems and practices and identify any skill and training issues that need to be addressed to improve capability of self and others
		1.5	Implement and review competitive systems and practices to maximise customer benefit/cost ratio
		1.6	Implement and review competitive systems and practices to reduce lead time to delivery within the scope of authority and responsibility
		1.7	Work with relevant stakeholders to resolve conflicts

		which arise from implementation of competitive systems and practices
	1.8	Select improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors
2	Implement improvements	
	2.1	Implement the chosen improvement/s
	2.2	Check the selected improvements improve the system as a whole and do not result in unintended consequences
	2.3	Monitor implementation and make adjustments, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of implementation of competitive systems and practices, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping
 - establishing customer pull
 - kaizen and kaizen blitz
 - setting of key performance indicators/metrics
 - identification and elimination of waste (muda)
- monitoring performance in key areas, including:
 - HSE performance
 - quality consistency
 - capability and performance by team members
 - customer benefit/cost ratio
 - reduce lead time to delivery

- contributing suggestions for improvement
- analysing operational procedures in terms of flow and contribution to customer outcomes
- planning tasks to support competitive systems and practices implementation
- identifying and implementing appropriate data gathering and analysis techniques within area of responsibility to identify change over time in indicators relating to:
 - cost
 - quality
 - delivery
 - safety/environment
 - employee capability and support for competitive systems and practices
- solving problems to root causes

Required knowledge

Required knowledge includes:

- customers and the value they derive from products and processes of the organisation or area
- cost components and their relationship to customer benefits/features
- suppliers and their capabilities
- waste (muda)
- factors causing variability in a product and how to control them
- factors that promote standardisation
- relevant competitive systems and practices tools for area and how to apply them
- factors impacting on the product, process and waste, particularly those wholly or partially under own and other immediate area employees control (and how to control them)
- good HSE practice and factors impacting on HSE performance
- own capability and how to improve it
- optimisation techniques appropriate to the organisation and the job
- application of quality standards and processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • identify key performance indicators appropriate to their own work area
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	<ul style="list-style-type: none"> • implement and review competitive systems and practices in own work, including interaction with others in the work area in the areas of: <ul style="list-style-type: none"> • HSE performance • quality consistency • capability and performance by team members • customer benefit/cost ratio • reduce lead time to delivery • select improvements that deliver the greatest overall benefit • monitor the implementation of improvements and make appropriate adjustments.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess</p>

	<p>underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping
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	<ul style="list-style-type: none"> • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Competitive systems and practices tools	<p>Competitive systems and practices tools include:</p> <ul style="list-style-type: none"> • 5S • 6 sigma • continuous improvement • cause effect diagrams
Customer	<p>Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes:</p> <ul style="list-style-type: none"> • the product sales outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) <p>Customer may include:</p> <ul style="list-style-type: none"> • internal or external customers, and should also include the final customer as the basis for the identification of waste <p>The unit does not require interfacing directly with the external customer, but there should be sufficient information to identify customer benefits and features</p>
Supplier	<p>Supplier may include:</p> <ul style="list-style-type: none"> • an internal supplier • an external supplier <p>The unit does not require interfacing directly with external suppliers, but there should be sufficient information to enable identification of supplier abilities</p>
Waste	<p>Waste (also known as muda in the Toyota Production</p>

	<p>System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • other activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Operations	<p>Operations indicate:</p> <ul style="list-style-type: none"> • the holistic combination of the process, plant and equipment, procedures and practices, including the skills and work organisation of the workforce, which make up the productive organisation
Implement improvements	<p>Implementation of improvements may be undertaken:</p> <ul style="list-style-type: none"> • within own job role • as part of processes and operations in the work area or team

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403002A Ensure process improvements are sustained

Modification History

New unit, superseding MSACMS401A Ensure process improvements are sustained - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to ensure that the gains which have been made by using improved methods, processes and equipment are sustained as the new baseline/standard for an area of work and so prevent regression to former practices, or digression to less efficient practices.

Application of the Unit

This unit applies to individuals working in a team or work area who have already implemented competitive systems and practices related improvements in their own work and who must work effectively with others implementing competitive systems and practices to ensure that performance improvement gains are sustained.

The unit is also suitable for individuals who have formal or informal responsibility for the work of others, such as team leaders; individuals, such as senior operators, who must mentor others; or individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

The unit covers the implementation of practices to ensure that process improvements are sustained and opportunities taken to suggest further improvements. If mistake proofing is used as one of the methods for ensuring that process improvements are sustained, the unit MSS403051A Mistake proof a production process should be selected.

Improvement initiatives can be made by any of any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known.

This unit requires the application of skills associated with problem solving, initiative and enterprise, and planning and organising in order to check and monitor the impacts of change. It also requires communication and the ability to work with others to assess the impact of change in own work and on other's work, as well as self-management and learning to adapt improvements according to new information and feedback.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine previous improvements	1.1	Identify impact of previous process improvements to systems, equipment, operations or products in work area
		1.2	Identify improvements that have not met objectives
2	Ensure corrective actions are implemented	2.1	Identify corrective actions that can be taken on process improvements that have not met objectives
		2.2	Liaise with relevant people associated with the anticipated corrective action
		2.3	Obtain any required approvals
		2.4	Ensure the supply of resources
		2.5	Check impacts of corrective action on occupational health and safety (OHS), quality and environmental systems in work area and take action in accordance with procedures, if required

- | | | | |
|---|------------------------------------|-----|---|
| | | 2.6 | Check that self and others in team or work area have required skills for corrective actions |
| | | 2.7 | Monitor implementation of corrective action |
| | | 2.8 | Make required adjustments |
| 3 | Verify systems support improvement | 3.1 | Ensure procedures reflect improvements |
| | | 3.2 | Check that training and assessment activities in team or work area reflect improvements |
| | | 3.3 | Liaise with relevant people to ensure their support of the new or modified system/s |
| 4 | Audit the change | 4.1 | Determine an appropriate audit period/cycle |
| | | 4.2 | Agree relevant measures/indicators for the improvement |
| | | 4.3 | Measure performance at agreed times using agreed measures |
| | | 4.4 | Investigate causes of under-performance |
| | | 4.5 | Take appropriate corrective action to improve performance |
| | | 4.6 | Re-audit the improvement on an agreed basis |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope and stage of implementation of competitive systems and practices and contribute suggestions for further improvements in implementation
- examining normal operational procedures in terms of flow and contribution to customer benefit
- planning own tasks, including the impact on others to support competitive systems and

practices implementation

- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)
- monitoring competitive systems and practices performance indicators for own work and work area

Required knowledge

Required knowledge includes:

- overall procedures for and process of operations relative to improvements being made
- appropriate measures of performance
- business performance goals sufficient to determine best measures of improved performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify process and operational changes as a result of implementation of competitive systems and practices • identify and assess impact of performance improvements in a work area against objectives • identify actions and resources required for further improvements • communicate and negotiate with others on improvements • apply procedures for seeking approvals and reporting non-conformances • determine appropriate period and procedures for monitoring implemented changes.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned,

	<p>currently being implemented, or implemented changes to work processes and procedures relevant to the assessee</p> <ul style="list-style-type: none"> • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using some combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Improvement	<p>Improvement may be any change aimed at reducing waste (muda). This unit is not about making the improvements, but ensuring beneficial changes remain in place</p>
Customers	<p>Customers may include:</p> <ul style="list-style-type: none"> • internal or external customers, including final

	<p>customers, as these should be used as the basis for the identification of value and waste</p> <p>The individual does not need to interface directly with the external customer, but should be able to sufficiently identify customer benefit and customer features in processes and operations of their team and their work area</p>
Suppliers	<p>Suppliers may be:</p> <ul style="list-style-type: none"> • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable <p>The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit</p>
Systems	<p>Systems are used to mean any/all of the equipment, processes, procedures and work practices that are used to produce the product. A term often used in this context includes:</p> <ul style="list-style-type: none"> • kaizen - the philosophy of continual improvement that every process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality and other aspects relevant to the process
Resources	<p>Resources for corrective actions may include:</p> <ul style="list-style-type: none"> • equipment • modifications • consumables • people • suitable work area
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations

	<p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Improvements	<p>Improvements include:</p> <ul style="list-style-type: none"> techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke) techniques that generate warning signals were a mistake is about to be performed (poka-yoke) <p>Improvements may be sustained by:</p> <ul style="list-style-type: none"> use of technology so that it is impossible to do the job any other way changes to process or procedures or other changes to the operations system which, if followed, will sustain the change and this unit may be applied to all these situations
Measuring performance	<p>Measuring improvements may include:</p> <ul style="list-style-type: none"> personally taking measurements arranging for measurements to be taken/made by appropriate personnel

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403005A Facilitate use of a Balanced Scorecard for performance improvement

Modification History

New unit, superseding MSACMS405A Lead a manufacturing team using a balanced score card approach - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to encourage and facilitate others in using a Balanced Scorecard approach to assist in performance improvement.

Application of the Unit

This unit applies in organisations using a Balanced Scorecard approach to performance improvement. In these organisations the unit applies to individuals in a team or workgroup who facilitate the use of the Balanced Scorecard through leading, assisting and/or motivating others in using the Balance Scorecard approach.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, and planning and organising in order to provide leadership in the interpretation, review and strategic response to Balanced Scorecard results. This unit has a strong emphasis on identifying and reviewing required performance measures and requires an ability to use new information to improve performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

essential outcomes of a unit of competency. demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|---|---|
| 1 | Interpret Balanced Scorecard results | <ul style="list-style-type: none"> 1.1 Identify patterns of performance shown on strategy map 1.2 Identify actions indicated by Balanced Scorecard results 1.3 Discuss results with fellow employees and other relevant stakeholders 1.4 Facilitate the selection of required actions with employees and other stakeholders 1.5 Facilitate the development of implementation plans for team or individuals 1.6 Facilitate the implementation of required actions from developed plans 1.7 Follow up on implementation to ensure it occurs as planned |
| 2 | Review key performance indicators (KPIs) in the Balanced Scorecard for the organisation and work area | <ul style="list-style-type: none"> 2.1 Relate area and other KPIs to strategy map/strategic objective 2.2 Review the actions required by self and others to meet each KPI 2.3 Compare current actions to the optimal actions to achieve strategy 2.4 Discuss with employees and other stakeholders any modifications to KPIs which will better meet strategy 2.5 Recommend amendments to KPIs to relevant personnel |
| 3 | Review reporting systems for | <ul style="list-style-type: none"> 3.1 Review reporting systems to ensure information needed by self, other employees in area and organisation is |

Balanced Scorecard information	available
	3.2 Review the mix of operational and strategic information to ensure it is appropriate for work area
	3.3 Review information provided for relevance and currency, and that it is meaningful and not excessive
	3.4 Recommend improvements to reports and reporting system, as appropriate
4 Lead improvement to work area total performance	4.1 Compare actual performance of teams, work areas or individuals with desired total performance using KPIs and other Balanced Scorecard information
	4.2 Discuss with team ways of improving total performance
	4.3 Lead processes for improvement in total performance

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs and their application to own work and the work of other employees
- analysing Balanced Scorecard results and determining implications for a work area
- solving problems associated with use or interpretation of Balanced Scorecard
- planning strategies for use of Balanced Scorecard, including:
 - required communication with others
 - negotiations if any required with internal and external suppliers, customers and delegates
 - analysis of any skill gaps in self and others
 - required training
 - data collection
 - work organisation and procedure changes
 - risk identification and contingency measures
- communicating effectively in informal and formal meetings, and with personnel at all levels
- providing effective feedback

Required knowledge

Required knowledge includes:

- components of the Balanced Scorecard, including perspectives, feedback loops, targets and metrics, and reporting systems
- responsibilities of self and others in a Balanced Scorecard strategy
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • interpret Balanced Scorecard results • review KPIs in the Balanced Scorecard • review related reporting systems • lead improvement to team performance.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case study and scenarios to assess responses to contingencies
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a</p>

	<p>combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems
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	<ul style="list-style-type: none"> • statistical process control systems ,including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Team</p>	<p>Team includes:</p> <ul style="list-style-type: none"> • all individuals in the target work area who are involved in the implementation and use of the Balanced Scorecard <p>The team may or may not be a formally designated team working to a team leader</p>
<p>Balanced Scorecard</p>	<p>The Balanced Scorecard refers to:</p> <ul style="list-style-type: none"> • an approach to competitive systems and practices that sets out an organisations vision and strategy by establishing and measuring enterprise activity in a number of different perspectives in addition to the normal financial perspective <p>Perspective areas include:</p> <ul style="list-style-type: none"> • customer • environmental • internal business process • learning and growth

	For each perspective area the Balanced Scorecard emphasises establishing and measuring performance (metrics)
KPIs	<p>KPIs may include:</p> <ul style="list-style-type: none"> • financial and non-financial performance measures against targets within the Balanced Scorecard • other performance indicators not contained with the Balanced Scorecard for the team but relevant for informing the teams activities (e.g. performance indicators for other areas or sections, suppliers or customers)
Actions indicated	<p>Actions indicated may include:</p> <ul style="list-style-type: none"> • corrective action for poor results • confirming action for acceptable results • taking steps to ensure actions for good results are consistently maintained • changes to performance indicators or performance measurement

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Modification History

New unit superseding MSACMC410A Lead change in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by individuals responsible for facilitating change processes in an organisation implementing competitive operational practices.

Application of the Unit

This unit applies to people who facilitate the change process resulting from implementing one or more competitive systems or practices. This implementation may also be associated with other changes, such as the introduction of new products, processes or equipment. The unit will usually apply to people whose responsibility is at the team, area or section level rather than the whole organisation. The responsibility may be formally designated or be informal, as in mentoring and assisting fellow employees.

This unit assumes that consultation and agreement on the implementation of the competitive systems and practices and other associated changes has already occurred and the nature and extent of the change has been agreed.

This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skills needed to identify real or potential change implementation issues, including those that may need to be referred to formal consultation and/or dispute settlement procedures.

This unit has a strong emphasis on planning, encouraging and facilitating in a changing environment within the organisation, including using appropriate communication, teamwork, problem solving, initiative and self-management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|--|-----|--|
| 1 | Define nature and impact of change for designated area and processes | 1.1 | Identify the organisation's aims and objectives for the competitive systems and practices techniques related to the change process |
| | | 1.2 | Identify opportunities for implementation of change within work area |
| | | 1.3 | Determine impacts of change for work area, including potential benefits and impacts on own work and work of fellow employees |
| 2 | Identify key performance indicators (KPIs) | 2.1 | Liaise, where required, with managers, engineers and other staff responsible for designing and/or implementing change |
| | | 2.2 | Identify KPIs for own work responsibility and that of the work area |
| | | 2.3 | Communicate KPIs to fellow employees |
| | | 2.4 | Check that data collection and processing are appropriate for KPIs |
| | | 2.5 | Raise and resolve issues related to KPIs with relevant personnel |

- | | | | |
|---|---|-----|---|
| 3 | Liaise with key stakeholders | 3.1 | Identify key stakeholders impacted by the change |
| | | 3.2 | Communicate with key stakeholders within scope of authority |
| | | 3.3 | Identify and address issues and concerns of each stakeholder if within scope of authority |
| | | 3.4 | Develop and/or locate information required to address key concerns |
| | | 3.5 | Refer issues and concerns outside of scope of authority to appropriate personnel |
| 4 | Develop a strategy to help implement change | 4.1 | Identify or develop a work plan for implementing change |
| | | 4.2 | Make information required to support change available to team members |
| | | 4.3 | Communicate/circulate draft work plan to other employees in work area, supervisors, technical experts and other appropriate personnel for comment |
| | | 4.4 | Assess suggested changes and incorporate into work plan, where appropriate |
| 5 | Implement change | 5.1 | Obtain authorisation to commence change implementation in accordance with organisation procedures |
| | | 5.2 | Implement change in accordance with work plan and organisational occupational health and safety (OHS) and consultation procedures |
| 6 | Monitor implementation of change | 6.1 | Maintain open communication channels with all stakeholders during implementation |
| | | 6.2 | Monitor KPIs during implementation |
| | | 6.3 | Encourage and facilitate improvement suggestions of team members |
| | | 6.4 | Identify areas requiring improvement in change |

implementation

- 6.5 Make improvements to implementation according to organisation procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive operational practices being implemented in the organisation, including:
 - Just in Time (JIT) and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)
 - waste (muda) elimination
 - formal problem solving procedures (e.g. root cause analysis (RCA))
- identifying other products, processes or equipment changes being implemented within area of responsibility
- identifying the work and culture changes required for effective implementation of the competitive systems and practices being implemented and other products, processes or equipment changes
- identifying organisation KPIs and contextualise for area of responsibility to determine successful change implementation
- planning strategies for change implementation, including:
 - required communication with others
 - negotiations if any required with internal and external suppliers, customers and delegates
 - analysis of any skill gaps in self and others
 - required training
 - data collection
 - work organisation and procedure changes
 - risk identification and contingency measures
- monitoring performance against KPIs and taking appropriate corrective action in the event of a non-conformance
- identifying and communicating with sources of assistance if difficulty is experienced with changes

Required knowledge

Required knowledge includes:

- features of common competitive operational practices, including:
 - JIT and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)
 - waste (muda) elimination
 - formal problem solving procedures (e.g. RCA)
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation
- processes to develop work plans, including consideration of timetable, KPIs, training needs, OHS implications, contingency plans and responsibilities (the work plan must be capable of being coherently communicated to others)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: <ul style="list-style-type: none">• identify the competitive systems and practices used in their own work• identify changes to their own work flowing from the implementation of the relevant competitive systems and practices• implement changes• know when and how to seek assistance with work changes• make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned,

	<p>currently being implemented, or implemented changes to work processes and procedures relevant to the assessee</p> <ul style="list-style-type: none"> • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using some combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Team</p>	<p>Team may include:</p> <ul style="list-style-type: none"> • work teams from all sections of an organisation, including production or other operational areas, maintenance, technical, administration/finance, and sales/marketing
<p>Change</p>	<p>The philosophy of continual improvement is that every</p>

	<p>process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process.</p> <p>Superimposed on this is the concept of breakthrough change when a large change/improvement is made which can shift the direction or operation of the organisation. Once such breakthrough change is the introduction of competitive operational practices.</p>
Work plan for change	<p>The work plan for change covers the designated work area and may include, depending on the organisation and work area processes:</p> <ul style="list-style-type: none"> • timetable • KPIs • training needs • OHS implications • contingency plans • responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change
Issues and concerns	<p>Issues and concerns may be communicated formally and informally and may include:</p> <ul style="list-style-type: none"> • individual and group concerns • those expressed by and through industrial processes
Gathering and monitoring performance data	<p>Performance data may be gathered and monitored:</p> <ul style="list-style-type: none"> • manually by individual employees through charts, tally sheets or keypad/board entry • automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403021A Facilitate a Just in Time system

Modification History

New unit, superseding MSACMT421A Facilitate a Just in Time (JIT) system - Equivalent

Unit Descriptor

This unit of competency covers skills and knowledge required to facilitate the implementation/operation of a Just in Time (JIT)/kanban system in a team or work area.

Application of the Unit

This unit applies to a person who needs to monitor the operation of a JIT system and facilitate its working in a team or work area. This will involve liaison with stakeholders as well as examining the data generated. They will need to be alert to potential problems and areas for improvement.

This unit requires the application of skills associated with gathering, analysing and communicating information to facilitate implementation of the JIT system. It requires planning and organising skills and has a strong emphasis on communication and teamwork skills to ensure the JIT system is being effectively implemented. This unit also requires the ability to problem solve and take the initiative to consider performance issues and learn from experience to improve future performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

unit of competency. and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor the operation of the JIT system	1.1 Track value of key measures
		1.2 Recognise indicators of poor performance
		1.3 Take appropriate quick fix action
2	Liaise with relevant stakeholders	2.1 Regularly communicate with team or work group members regarding the operation of the JIT system
		2.2 Review JIT key performance indicators (KPIs) with team or work group members
		2.3 Communicate with relevant personnel up and down the value stream regarding the operation of the JIT system
		2.4 Identify issues with stakeholders and take appropriate quick fix action
3	Improve the JIT system	3.1 Identify areas requiring improvement in the JIT system
		3.2 Identify root cause of JIT-related problems
		3.3 Review value of key measures
		3.4 Recognise skill gaps in team members and other stakeholders
		3.5 Determine any other issues in team or work group, other stakeholders and JIT system leading to poor performance indicators
		3.6 Develop appropriate improvement solutions
		3.7 Liaise with relevant people regarding improvement solutions

3.8 Implement and/or assist with the implementation of the solutions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs for JIT system in team or area of responsibility
- analysing the JIT/kanban implementation in the team or area and the relevant sections of the internal and external value stream, including identifying people-related needs and issues
- identifying and implementing quick fix to JIT problems
- using formal problem solving procedures (e.g. root cause analysis (RCA))
- developing formal and informal communication procedures with others in work area, team leaders, other employees and value stream members relevant to JIT implementation
- establishing sources of assistance in the organisation for people experiencing difficulty with competitive systems and practices changes
- interpreting procedures and instructions relevant to own expertise for others
- establishing KPIs for own work

Required knowledge

Required knowledge includes:

- JIT principles relevant to operations and processes in own area or team and in the organisation generally
- procedures for making/recommending improvements
- typical reasons for delays/storages/inventories in the team or area of responsibility and methods of reducing/eliminating them
- skill gap analysis and methods of filling skill gaps
- principles of the operations process relevant to the section/team
- production data generated by the process and its application to JIT

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Evidence should be available of the person's facilitation of the operation of the JIT system and their making of recommendations for/making improvements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the JIT system and practices used in their team or area of responsibility • identify and monitor JIT key measures • solve JIT-related problems to root cause • implement and monitor JIT-related changes to operations and practices.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>

	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving
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	<ul style="list-style-type: none"> • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	<p>JIT refers to:</p> <ul style="list-style-type: none"> • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Kanban	<p>Kanban is a card or sheet used to authorise production or movement of an item; when fully implemented, kanban operates according to the following rules:</p> <ul style="list-style-type: none"> • all production and movement of parts and material take place only as required by a downstream operation (i.e. all operations and procurement are ultimately driven by the requirements of final assembly or the equivalent) • the specific tool which authorises production or movement is called a kanban. The word literally means card or sign, but it can legitimately refer to a container or other authorising device. Kanban have various formats and content as appropriate for their usage (e.g. a kanban for a vendor is different than a kanban for an internal machining operation) <p>Kanban is typically applied to batch type operation and the production is measured in units produced. In continuous processing organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar</p>
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect critical process data, perform required mathematical

	manipulations on it and then make control decisions and/or give required information to personnel for action
Key measures	<p>Key measures may include:</p> <ul style="list-style-type: none"> • inventory levels • lead time • In Full, On Time and In Specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value stream • quality
Quick fix	<p>Quick fix refers to:</p> <ul style="list-style-type: none"> • action taken to immediately and cheaply control a problem, prevent it getting worse and/or ameliorate its impact, but which does not necessarily solve it long term
Pull system	<p>Pull refers to:</p> <ul style="list-style-type: none"> • a system of making to demand rather than for stock or to a forecast
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement, stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS403030A Improve cost factors in work practices

Modification History

New unit, superseding MSACMT430A Improve cost factors in work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to evaluate the product or process outcomes of a team in terms of their cost components and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to a person who is required to assess the relative costs of alternatives and use this as one of the key factors in decision making. Typical decisions include the efficient organisation of own work and that of others in a work area or within a team and the improvement of throughput and cycle times.

Decisions are made within the scope of the authority of the individual and other employees in the area or team and according to procedures.

This unit primarily requires the application of skills associated with communication and information gathering, teamwork and problem solving to analyse the cost components of work processes. Initiative and enterprise, and planning and organising are also required to identify opportunities for improved cost-efficiency. This unit also requires a degree of self-management and learning to effectively operate and maintain skills and performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|---|-----|---|
| 1 | Analyse cost components of work area or team function | 1.1 | Identify cost components in the product or process |
| | | 1.2 | Identify costs factors under control of area or employees in the team |
| | | 1.3 | Identify causes of variability in costs |
| | | 1.4 | Analyse impact of costs on production or process activities undertaken |
| 2 | Improve cost-efficiency of processes and procedures | 2.1 | Identify methods of improving productivity and/or reducing costs within area or team's responsibility |
| | | 2.2 | Determine cost/benefit ratio of alternative methods of improving productivity and/or reducing costs |
| | | 2.3 | Consult with all relevant stakeholders regarding possible changes |
| | | 2.4 | Recommend changes which will increase productivity and reduce cost and variability |
| | | 2.5 | Implement recommended changes in consultation with relevant stakeholders |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying fixed and variable costs in products or processes
- analysing costs and determining those that can be controlled by the individuals in an area or team
- analysing costs over time and identifying variability in cost components
- determining cost/benefit ratios
- communicating and negotiating with others on changes using a variety of mediums

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense, income and cost/benefit
- major cost contributors to product (e.g. energy, materials, labour and distribution, and so on) depending on the product and process)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope of their own work and the team or area work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per item, process and task) • identify and express cost factors in basic financial terms • analyse variability in costs and recommend improvements • use cost/benefit to select preferred improvement strategies.
<p>Context of and specific resources</p>	<p>Assessment of performance must be undertaken in a</p>

<p>for assessment</p>	<p>workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace project(• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices, • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Cost components</p>	<p>Cost components may include:</p>

	<ul style="list-style-type: none"> fixed and variable costs, such as power/energy, materials, plant and equipment, salary and wages, and office expenses (e.g. telephone) government taxes and charges
Variability in costs	<p>Variability in costs should be assessed over a suitable time. The time should be sufficient to identify:</p> <ul style="list-style-type: none"> fluctuations in variable costs related to different volumes of sales, production or operations abnormal cost fluctuations due to poor design of product or process, poor scheduling, faults, breakdowns and other waste
Process	<p>Process includes all functions that go to meet customer requirements as well as other required functions (e.g. regulatory related functions). Examples include:</p> <ul style="list-style-type: none"> design production maintenance logistics office processes
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures drawings and specifications manuals formulas/recipes batch sheets temporary instructions and similar instructions provided for the smooth running of the organisation good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer based or in some other format
Benefits	<p>Benefits should include:</p> <ul style="list-style-type: none"> positive benefits as well as negative benefits, such as quality, safety, reliability and similar issues which may be impacted by a cost saving

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS403032A Analyse manual handling processes

Modification History

New unit, superseding MSACMT432A Analyse manual handling processes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to analyse manual handling in terms of its efficiency and safety.

Application of the Unit

This unit applies to an individual who is required to examine the manual handling component of a job and improve it in terms of safety, effort required and efficiency. This may be conducted for a job performed by others or it may be for the person's own job.

This unit primarily requires the application of skills associated with problem solving, initiative and enterprise to identify safe and efficient manual handling, and planning and organising to ensure processes are implemented. This unit also requires communication with, and involvement of, others to ensure they understand the approach and to facilitate training.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess manual handling risks	1.1	Identify manual handling hazards in work area
		1.2	Assess risks arising from manual handling hazards
2	Analyse physical effort requirements of job	2.1	Determine basic manual handling requirements of job
		2.2	Analyse requirements in terms of components, such as lift, move, place and hold
		2.3	Analyse items to be handled in terms such as weight, size, shape or other hazards
3	Determine time/effort components of physical effort	3.1	Break required movement pattern down into movement components
		3.2	Determine time and effort requirements for movements
		3.3	Develop alternative movement patterns
		3.4	Determine time and effort requirements for alternative movements
		3.5	Determine handling aids required to assist movement
		3.6	Determine preferred movement pattern
4	Analyse the ergonomics of physical effort	4.1	Analyse the ergonomics of the preferred movement pattern
		4.2	Develop substitute movements for any movement which is not ergonomically sound
		4.3	Determine handling aids required to improve ergonomics of required movements
5	Optimise	5.1	Select movement patterns which are ergonomically

application of physical effort		sound and time and effort efficient
	5.2	Ensure all relevant people are trained to use these methods
	5.3	Ensure procedures and practices reflect the optimum methods
	5.4	Communicate with team members and involve them in development of alternatives to ensure awareness and facilitate learning

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others about work processes and jobs
- identifying ergonomically sound and unsound movements both at a general level and related to individual capability
- analysing manual handling processes
- working cooperatively with others
- demonstrating or arranging to have demonstrated ergonomically correct movements
- applying basic mathematics
- solving problems

Required knowledge

Required knowledge includes:

- relevant occupational health and safety (OHS) Acts and regulations as applied to manual handling
- principles of job and work method design as applied to efficient and safe movement
- principles of work analysis
- principles of ergonomics/safe movement
- aids that can assist with or substitute for manual handling

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • analyse manual handling requirements and risks in jobs • distinguish between ergonomically sound and unsound movement • analyse manual handling movements and risks for an individual • relate manual handling requirements to job efficiency.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using some combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

	<p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE)
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	<ul style="list-style-type: none"> • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and Responsible Care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format
Manual handling hazards	<p>Manual handling hazards may include:</p> <ul style="list-style-type: none"> • loads that pose a risk of injury • ergonomically unsound movements • hazard requirements as defined by relevant OHS Acts and regulations, industry standards and best practice
Ergonomically unsound movements	<p>Ergonomically unsound movements may include:</p> <ul style="list-style-type: none"> • awkward and repetitive movements • carrying, pushing, pulling or lifting of heavy loads • carrying or movement against hard, sharp, slippery or other difficult to grasp loads <p>Ergonomically unsound movements should be assessed against the capabilities of individual workers as what is a sound movement for one worker may be unsound for</p>

	others depending on physique and individual condition
Ergonomically sound movements	<p>Ergonomically sound movements are movements which decrease the risk of injury. Sound movements will vary according to the load and individual. Examples include:</p> <ul style="list-style-type: none">• keeping loads close to the body and near the person's centre of gravity• using diagonal foot positions for lifting• moving loads at waist height rather than directly from the floor

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403040A Facilitate and improve implementation of 5S

Modification History

New unit, superseding MSACMT440A Lead 5S in a manufacturing environment - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the implementation and improvement of the 5S by self and others in a team or work area.

Application of the Unit

This unit applies to individuals who facilitate 5S in a team or work area, including implementation, monitoring and improvement. The facilitation may be undertaken by formally designated supervisory staff, such as team leaders or other individuals in a competitive systems and practices implementation role, who need to provide support and encouragement to others to facilitate the achievement of 5S outcomes in the workplace.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, planning and organising, and self-management in order to provide leadership in a 5S environment. This unit has a strong emphasis on planning and change management, but also requires an ability to learn from experience and feed new information back into strategies to improve performance.

For planning, implementing and leading the application of 5S in an office environment see unit *MSS403039A Facilitate and improve 5S in an office*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|-------------------------------------|--|
| 1 | Facilitate the set-up of 5S | <ul style="list-style-type: none"> 1.1 Assist others to determine what are necessary and unnecessary items in the work area 1.2 Assist others to determine optimum assigned location for all necessary items 1.3 Liaise with relevant production and occupational health and safety (OHS) personnel in determining optimum locations 1.4 Assist others to determine optimum location for unnecessary items 1.5 Assist others to determine 5S schedule 1.6 Ensure procedures reflect 5S practices 1.7 Assist others to achieve the required level of skill |
| 2 | Facilitate the implementation of 5S | <ul style="list-style-type: none"> 2.1 Ensure procedures reflect 5S practices 2.2 Assess skill base of team or work group members in 5S and arrange for any required training 2.3 Ensure that any damage and/or safety risks reported by the team or work group are addressed through correct mechanisms |
| 3 | Monitor 5S | <ul style="list-style-type: none"> 3.1 Check work area for 5S implementation as part of normal routine |

- 3.2 Identify non-conformances
- 3.3 Negotiate solutions to non-conformances
- 4 Improve 5S
 - 4.1 Work with others to find areas for improvement
 - 4.2 Assist others to develop improvement solutions
 - 4.3 Facilitate the availability of resources required for the improvement solution
 - 4.4 Facilitate the implementation of the improvement solution

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with other employees and managers to engender commitment to achieving 5S outcomes, conduct formal and informal meetings and to explain 5S and related concepts
- facilitating team or work area goals, activities and communications and accessing resources
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning and prioritising activities
- problem solving to determine potential improvements to the 5S system
- reading and interpreting the application of operating procedures for jobs within team or target work area
- analysing work practices, procedures and 5S principles to facilitate setting up the 5S system and to identify improvements
- identifying gaps in skills and/or knowledge and options to address them

Required knowledge

Required knowledge includes:

- principles and purpose of 5S
- methods of identifying waste in the work area, such as:
 - waste walk
 - document tagging
 - tracking/log sheets
 - spaghetti diagrams
 - existing information technology and enterprise resource systems (e.g. Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems
- organisational policies, plans and procedures
- processes for identifying and addressing skill gaps
- ways of encouraging team members to find and suggest areas for improvement
- methods of identifying and evaluating options and making/recommending improvements
- methods of accessing required resources
- OHS requirements relevant to team and work area

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the scope of the services and/or functions supplied to and by the team or work area and the deliverables expected by customers, including the ultimate customer • facilitate a systematic approach to implementing 5S • lead and motivate others in achieving 5S outcomes and making improvements to the 5S systems • set up systems for monitoring and improving 5S implementation • manage non-conformances in implementation of 5S.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p>

	<ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised wording***, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with

training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Procedures</p>	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant

	<ul style="list-style-type: none"> good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and Responsible Care) government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
5S	<p>5S is a system of work organisation originally developed in Japan based around a close translation of the five stages in the housekeeping approach is:</p> <ul style="list-style-type: none"> sort set in order shine standardise sustain
Sort	<p>Sort involves keeping only what is absolutely necessary for the work processes that comprise the job and includes:</p> <ul style="list-style-type: none"> clearing the work area of all non-essential items <p>Non-essential items are items not required to either produce product, conduct process or operations or make required adjustments to equipment during process or operations</p>
Set in order	<p>Set in order includes:</p> <ul style="list-style-type: none"> assigning required equipment and materials appropriate locations in the work area
Shine	<p>Shine includes:</p> <ul style="list-style-type: none"> keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time, usually at the end of the day or of a particular process <p>Cleaning includes:</p> <ul style="list-style-type: none"> noting any signs of wear, damage, leakage, safety risks or other issues that require immediate attention
Standardise	<p>Standardising includes:</p> <ul style="list-style-type: none"> activities that help maintain the order and the housekeeping standards using procedures and checklists developed from a procedure

Sustain	<p>Sustain includes:</p> <ul style="list-style-type: none"> • making sure that daily activities are completed every day regardless of circumstance • undertaking inspections, including: <ul style="list-style-type: none"> • informal inspections that should be carried often, at least weekly • generating continuous improvement actions from daily activities • formal inspections that should be carried out at least monthly
Items in work area	<p>Items in work area may include:</p> <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Team	<p>The term team is used to apply to all individuals in the target work area who are involved in the implementation of 5S. The team may or may not be a formally designated team working to a team leader</p>
Work area	<p>The work area includes:</p> <ul style="list-style-type: none"> • all areas where aspects of the job are performed and that are under the direct control of the employee. In a team environment 5S should be applied to all work areas under the control of the team
Target work area	<p>The target work area may be identified as a physical and/or virtual work space:</p> <ul style="list-style-type: none"> • used by a person, a team or a cross-functional group • common to part/s of a process or value stream (already defined) • shared by people who undertake a defined procedure or set of procedures • needed to support a particular function
Appropriate place	<p>Appropriate places may include areas designated for:</p> <ul style="list-style-type: none"> • recycling • rubbish removal

	<ul style="list-style-type: none"> • staff room/lunch room/kitchen • storage • holding area until status is confirmed
Optimum assigned location	<p>The optimum assigned location may include:</p> <ul style="list-style-type: none"> • making changes to the layout of furniture, equipment and personnel in order to facilitate the smooth and continuous flow of work through process steps taking into account OHS considerations
Non-conformance	<p>Non-conformance includes:</p> <ul style="list-style-type: none"> • incorrect or incomplete application of 5S procedures, including any daily tasks, scheduled inspections and continuous improvement procedures

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403051A Mistake proof an operational process

Modification History

New unit, superseding MSACMT451A Mistake proof a production process - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make changes to own and others work in a work area which prevents errors and/or backsliding to a pre-improvement level of practice.

Application of the Unit

This unit applies to a person who needs to analyse a process that a team is responsible for and determine methods of mistake proofing it (e.g. ensuring it only produces product within an acceptable range or error-free transport and storage of goods). The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area. After improvement activities have been undertaken these improvements need to be sustained.

This unit requires the application of skills associated information gathering and analysis. Initiative, enterprise and problem solving are also required to identify mistakes and determine strategies for eliminating them. This unit also requires communication and teamwork skills to ensure mistake proofing strategies are implemented and self-management and learning skills to continually reflect on and integrate feedback about the effectiveness of strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse process	1.1	Identify sources of variability/non-conformance in the process
		1.2	Identify critical control points in process
		1.3	Analyse causes of variability/non-conformance
2	Develop preventative techniques/systems	2.1	Liaise with team members and other people to develop mistake proof options for performing operation
		2.2	Test and validate mistake proofing options
3	Implement permanent fix	3.1	Liaise with relevant people to have systems/procedures changed to implement solution
		3.2	Liaise with relevant people to implement the solution
		3.3	Liaise with relevant people to ensure self and others in the team or work area have an appropriate skills set
		3.4	Follow through to ensure implementation occurs
4	Monitor implementation	4.1	Critically observe the implementation
		4.2	Compare the results of the implementation against the expected outcomes
		4.3	Modify solution to improve outcomes

- 4.4 Ensure procedures reflect change
 - 4.5 Ensure training/assessment reflects change
 - 4.6 Audit change at agreed period/cycle
 - 4.7 Take action on any observed deviation
- 5 Seek improvements
- 5.1 Observe changes
 - 5.2 Analyse process again, if required, to ensure improvements are sustained

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with team or work group members, technical support personnel and other relevant staff
- explaining mistake proofing and related concepts
- facilitating input of others and encouraging acceptance of changes
- analysing and visualising operations in terms of flow and contribution to customer outcomes
- solving problems to determine root cause of errors and possible solutions
- analysing and interpreting information about errors and mistake proofing options in terms of cost, feasibility, regulations and value to the customer
- suggesting design changes to operations and products that eliminate the potential for errors
- suggesting mechanisms or procedures that warn of errors where operations cannot be designed to eliminate errors,

Required knowledge

Required knowledge includes:

- mistake proofing concepts, including, in priority order:
 - eliminate the possibility of the error via changes to the process
 - prevent the error from occurring via physical or virtual barriers
 - reduce likelihood of the error by encouraging correct action

- mitigate the impact of the error if it does occur
- understanding of processes undertaken by team
- factors in the processes which may cause variability
- methods of controlling the variability in the process
- mistake proofing methods relevant to the process/product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse variability and non-conformances • identify, analyse and evaluate information from a variety of sources to identify errors and options for mistake proofing • facilitate implementation of mistake proofing activities that reduce waste • facilitate sustaining the mistake proofing activities.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace

	<ul style="list-style-type: none"> • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related
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	<p>operations control systems</p> <ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Mistake proofing</p>	<p>Mistake proofing is based on the concept of zero defects. The first priority is to eliminate the possibility of an error occurring. However, where this is not feasible mistake proofing can be used to reduce the occurrence of errors and/or to minimise their impact.</p> <p>Mistake proofing should target an error in the following priority order:</p> <ul style="list-style-type: none"> • eliminate the possibility of the error via changes to the process • prevent the error from occurring via physical or virtual barriers, • reduce likelihood of the error by encouraging correct action (e.g. through warning systems) • mitigate the impact of the error if it does occur <p>Mistake proofing is also called error proofing or baka-yoke or poka-yoke</p>
<p>Options for mistake proofing</p>	<p>Factors to consider when prioritising options for mistake proofing will vary according to the process and may include:</p> <ul style="list-style-type: none"> • success rate in eliminating errors

	<ul style="list-style-type: none"> • feasibility • skills required by employees • cost • capacity to reduce waste
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS404050A Undertake process capability improvements

Modification History

New unit, superseding MSACMT450A Undertake process capability improvements* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes, and then implementing actions.

Application of the Unit

This unit applies to a person who reviews a range of process capability data and information, makes/arranges for changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods. Other related units may be *MSS404052A Apply statistics to operational processes* and *MSS404053A Use six sigma techniques*

This unit primarily requires the application of skills associated with communication, information gathering and analysis. Initiative, enterprise and problem solving are also required to identify opportunities to improve process capacity. This unit also requires aspects of self-management and learning to validate own analysis.

For a qualitative approach to improvement (one not using statistics) see *MSS403051A Mistake proof an operational process*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain required data	1.1	Identify process for study
		1.2	Obtain/organise process to obtain required data/information
2	Analyse information	2.1	Analyse data and determine assignable causes
		2.2	Develop possible improvements to eliminate assignable causes
		2.3	Incorporate own experience and learning into proposed process improvement proposals
		2.4	Develop process improvement proposals
3	Improve process capability	3.1	Obtain required authorities to implement improvements
		3.2	Liaise with relevant people to implement improvements
		3.3	Obtain/organise required data for improved process

- 3.4 Recalculate process capability
- 3.5 Implement revised data collection/processing and new capability information
- 3.6 Monitor improvement actions and make adjustments, as necessary

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing relevant mathematical operations
- identifying and using relevant statistical methods
- communicating and explaining data-related changes and procedures to individuals and groups
- negotiating with other employees and managers on proposed improvement actions
- analysing procedures and data to establish variation
- solving problems to root cause where assignable cause of variation is not obvious
- working in a team
- using computer software relevant to required analyses and process

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required
- variability and normal distribution
- three sigma or six sigma processes, as relevant
- random and non-random results (recognition of assignable causes)
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse process information • calculate process capability/trial limits • improve process capability (or organise for it to be improved) • analyse revised process information and recalculate process capability.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will</p>

	<p>be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time
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	<ul style="list-style-type: none"> • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Process capability	<p>Process capability is:</p> <ul style="list-style-type: none"> • the measurable ability of a process to reliably produce within calculated limits (the limits depend on the variation of the process)
Variation	<p>All processes have variation. The approach in this unit is to separate random variation (no assignable cause) from non-random variation (which has an assignable cause). By finding and eliminating assignable causes, total variation is reduced and process capability will be improved</p>
Six sigma	<p>Six sigma refers to:</p> <ul style="list-style-type: none"> • a statistical tool for recording defects and determining capability. Six sigma limits equate to 3.4 defects per million opportunities for each product or service transaction. Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	<p>Three sigma refers to:</p> <ul style="list-style-type: none"> • a traditional statistical process control. Three sigma limits equate to 3 defects per thousand opportunities for each product or service transaction
Required data	<p>The calculation of three sigma or six sigma limits requires process data. The data required depends on the nature of the limits being calculated</p>
Assignable cause	<p>Any non-random variation is said to have an 'assignable cause'. The methods of data analysis common to statistical capability analysis as well as other methods of</p>

	root cause analysis should be used to determine the cause of this non-random variation
Improved process capability	<p>Improvements to process capability result from eliminating the causes of non-random variation. The improvements made may be:</p> <ul style="list-style-type: none"> • as a result of continuous improvement with the process capability being recalculated periodically • as a result of an improvement project with the process capability recalculated as part of that project
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS404052A Apply statistics to operational processes

Modification History

New unit, superseding MSACMT452A Apply statistics to processes in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply statistical theory and principles to the analysis and control of processes and operations.

Application of the Unit

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

The unit includes applying knowledge of frequency distribution and variation to the data/chart to distinguish between random and non-random variation and assumes understanding of the process and/or equipment to help interpret those results.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Collect process data	1.1	Interpret sampling scheme
		1.2	Obtain measurements in accordance with standard procedures
		1.3	Handle data, as required
2	Interpret data	2.1	Plot data on appropriate control chart
		2.2	Distinguish between random and non-random patterns of results
		2.3	Identify results outside the control limits
		2.4	Recognise situations requiring action
		2.5	Take appropriate action in accordance with standard procedures
		2.6	Determine cost of non-conformance
3	Calculate control limits	3.1	Consult relevant stakeholders to determine appropriate limits
		3.2	Use relevant methods to calculate/revise control limits
		3.3	Plot limits on control chart
		3.4	Explain impact of limit to relevant stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying a range of sampling procedures
- analysing samples and data for variation, relevance, reliability and representativeness
- problem solving the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- plotting or documenting results
- undertaking calculations, including:
 - basic arithmetic functions
 - mean, range, mean of means, standard deviation (using appropriate calculation aids)
- using statistics to support process and operations control

Required knowledge

Required knowledge includes:

- sampling techniques
- purpose of sampling and measurement
- random, systematic and stratified sampling
- purpose of replication of data for statistical control
- samples, populations, finite and infinite populations and the differences
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- the meaning of broad/narrow frequency distributions/range/standard deviations and skewed distributions in process terms
- concept of limits, including:
 - 1 sigma warning limits
 - 2 sigma warning limits
 - 3 sigma control limits
 - 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process

- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • follow sampling procedures • apply basic statistical processes • analyse data to identify variations and non-conformances • plot or document results.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning

	<ul style="list-style-type: none"> • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen)
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	<ul style="list-style-type: none"> • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Sampling scheme	<p>Sampling scheme may include:</p> <ul style="list-style-type: none"> • sampling for attributes or sampling for variables • batch, continuous or custom made products • number of items/samples • size of sample • timing of sampling • location of sampling points • type of sample • number/type of measurements to be done on each sample • sampling equipment • measurement/testing equipment/methods
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/ recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other

	format
Handle data	<p>Handle data may include:</p> <ul style="list-style-type: none"> • calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids) • entering data into a software package • recording data either in writing or electronically • other required manipulations of the data
Control chart	<p>Control charts may include:</p> <ul style="list-style-type: none"> • run • tally • mean/range • attributes • other relevant charts
Random	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Non-random	Non-random (also called identifiable cause, assignable cause or special cause) are those variations for which a cause can be found and so the cause of the variation eliminated. Non-random variation may also be used to predict possible breaches of the control limits
Control limits	Control limits (also referred to as process capability) are those limits within which the process will operate if it is 'under control'
Cost of non-conformance	<p>Cost of non-conformance includes:</p> <ul style="list-style-type: none"> • reprocessing/rework • expediting • unplanned service • excess inventory • complaint handline • downtime • returns • scrap • labour costs • material costs • infrastructure costs/overhead • utility costs
Appropriate limits	Appropriate limits may include:

	<ul style="list-style-type: none">• 1 sigma warning limits• 2 sigma warning limits• 3 sigma control limits• 6 sigma limits
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS404060A Facilitate the use of planning software systems in a work area or team

Modification History

New unit, superseding MSACMT460A Facilitate the use of planning software systems in manufacturing* - Not equivalent

* Prerequisite *MSACMT260A Use planning software systems in manufacturing* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the use of planning software in an organisation in a person's work area or team. These systems are known by various generic names, such as Enterprise Resource Planning (ERP), Materials Resource Planning (MRPII, MRP III etc.) or by proprietary names.

Application of the Unit

This unit applies to a person who will access the planning software system for their own work, but will also need to provide support and organise skill development programs for their team or work group members. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to facilitate the use of the planning software system.

The planning software system will be used routinely in the work of the team or work group.

This unit primarily requires the application of skills associated with using communication technology and supporting team use of planning software. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that planning software is used efficiently. This requires aspects of learning and self-management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify scope of planning software	1.1	Identify categories of information held by planning software
		1.2	Identify information categories relevant to team and area processes
		1.3	Identify range of information able to be provided to planning software by team or work group
		1.4	Identify range of information able to be provided to team or work group by planning software
2	Communicate using the planning software system	2.1	Send and receive information using planning software
		2.2	Send and receive messages using planning software
3	Make decisions using planning software	3.1	Interrogate the planning software system to find required current, historical or predicted information
		3.2	Take actions appropriate to the information in accordance with procedures
4	Monitor the use of	4.1	Routinely monitor planning software information

planning software	4.2	Review performance and use of planning software with team
5 Support others to use planning software	5.1	Regularly communicate with team or other work group members, both using planning software and face to face
	5.2	Identify improvements required
	5.3	Take appropriate actions to implement improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- entering and receiving information via planning software terminals
- communicating with team and organisation planning software support personnel
- engaging and motivating team in use of planning software
- identifying team or work group area information requirements
- identifying scope of information relevant to team and area available in planning software by categories
- planning and organising improvements in team's use of planning software

Required knowledge

Required knowledge includes:

- hierarchy of planning software system and operation
- information available from/through the planning software system
- query facilities and information analysis capabilities offered by planning software
- support/training/skill development mechanisms available for access by team members

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify team or work group area information requirements and relate to planning software categories • lead and motivate others in using planning software • ensure information sent to planning software is accurate and appropriate • obtain regular and one-off information from planning software • make decisions using planning software generated information.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

	<p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time
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	<ul style="list-style-type: none"> • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Planning software</p>	<p>Planning software is a general term applied to a number of software systems which integrate a range of business information, such as:</p> <ul style="list-style-type: none"> • sales/order taking • finance/accounting • logistics • maintenance • human resources • production <p>It is frequently referred to by names such as ERP or MRP/MRPII. In some cases it can be integrated with engineering applications, such as SCADA systems. In such cases the unit MSS402061A Use SCADA systems in operations may also be required</p>
<p>Information and messages</p>	<p>Information and messages able to be sent and received via the planning software will vary between programs and organisations. This unit assumes that a range of discretion is available to the team leader over the information and messages that can be sent or received. Examples of information and message categories include:</p> <ul style="list-style-type: none"> • orders • production/operations processes • scheduling (e.g. daily/weekly) • finance and accounting • human resources (e.g. rosters, reserves, training completed and scheduled) • quality requirements • customers • suppliers

<p>Value stream</p>	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS404061A Facilitate the use of SCADA systems in a team or work area

Modification History

New unit, superseding MSACMT461A Facilitate SCADA systems in a manufacturing team or work area* - Not equivalent

* Prerequisite *MSACMT261A Use SCADA systems in manufacturing* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required by a team leader or technical expert to personally use and facilitate the use of System Control and Data Acquisition (SCADA), or other similar systems, and support the team in their use of SCADA.

Application of the Unit

This unit applies to team leaders and others who are providing guidance and support to assist employees to use SCADA. The person will access the SCADA system for their own work, but will also need to provide support and organise skill development programs for their team members.

This competency is also relevant to maintenance personnel using a SCADA system to coordinate maintenance activities.

This unit primarily requires the application of skills associated with using communication technology and supporting team use of SCADA systems. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that system is used efficiently. This requires aspects of learning and self-management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify scope of SCADA system	1.1	Identify categories of information held in and control options of SCADA system relevant to team or area
		1.2	Identify range of information able to be provided to SCADA system by team
		1.3	Identify range of information able to be provided to team by SCADA system
		1.4	Identify team or area functions impacted by SCADA system
2	Communicate using SCADA system	2.1	Send and receive information using SCADA
		2.2	Send and receive messages using SCADA
3	Make decisions using SCADA	3.1	Interrogate the SCADA system to find required current, historical or predicted information
		3.2	Take actions appropriate to the information
4	Monitor the use of SCADA	4.1	Routinely monitor SCADA information
		4.2	Identify poor uses of SCADA system within team and system inadequacies
		4.3	Identify system improvements required

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|---|---------------------------|-----|--|
| | | 4.4 | Take appropriate action to improve SCADA system and its use |
| 5 | Support team use of SCADA | 5.1 | Regularly communicate with team, both using SCADA-based communication and face to face |
| | | 5.2 | Identify skill improvement needs |
| | | 5.3 | Identify team members who require additional support |
| | | 5.4 | Take appropriate action to provide support |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- entering and receiving information via SCADA terminals
- communicating with team and organisation SCADA support personnel
- engaging and motivating team in use of SCADA system
- identifying team or work area information requirements
- identifying scope of team or area processes controlled by SCADA system
- planning and organising improvements in team's use of SCADA

Required knowledge

Required knowledge includes:

- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system
- query, control and other facilities and information offered by SCADA
- support/training/skill development mechanisms available for access by team member

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify team or area information and operations requirements and relate to SCADA system • lead and motivate others in using SCADA system • obtain regular and one-off information from SCADA system • make decisions using SCADA generated information.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will</p>

	<p>be combined with targeted questioning to assess the underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time
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	<ul style="list-style-type: none"> • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	<p>SCADA is a general term applied to a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information personnel for action.</p> <p>SCADA systems are often used in manufacturing but can also be used in other industries. In the continuous sector, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS) and these systems do merge in advanced systems. These organisations may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system)</p>
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/ collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS404081A Undertake proactive maintenance analyses

Modification History

New unit, superseding MSACMT481A Undertake proactive maintenance analyses - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake the most common forms of analyses associated with predictive/preventative/reliability centred maintenance strategies.

Application of the Unit

This unit applies to a technical expert (usually an engineer, technician or tradesperson) who is required to undertake analyses for the purpose of predictive/preventative/reliability centred maintenance as part of a competitive systems and practices strategy.

This unit primarily requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, and planning and organising in order to undertake maintenance analyses. This is normally done in the context of using computer technology, and requires aspects of learning and self-management to ensure team involvement and facilitation of learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency. text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Liaise with operator	<p>1.1 Establish a relationship with the operator of equipment/plant</p> <p>1.2 Ensure the operator has the required skills and resources to keep the equipment/plant clean</p> <p>1.3 Ensure the operator is able to effectively monitor the operation of the equipment/plant</p> <p>1.4 Regularly communicate with operator about the overall equipment effectiveness (OEE) of their equipment/plant</p> <p>1.5 Involve operator, team leader and other key personnel in identification of skill needs and means of skill acquisition to fill any identified gaps</p>
2	Analyse history	<p>2.1 Analyse mean time between failures (MTBF) from maintenance records</p> <p>2.2 Analyse performance data of the equipment/plant</p> <p>2.3 Identify causes of changes to historic trends/status</p> <p>2.4 Determine methods of ensuring causes of improvements and resolution of deterioration are locked in</p>
3	Undertake failure mode effects analysis (FMEA) or similar failure effects analysis	<p>3.1 Undertake analysis</p> <p>3.2 Record results of analysis</p> <p>3.3 Investigate methods of eliminating possibility of failure and/or minimising the impact of the failure</p> <p>3.4 Liaise with operator, team leader and other key personnel regarding possible solutions</p>

- 3.5 Select most appropriate solution
 - 3.6 Implement selected solutions
- 4 Undertake condition monitoring analysis
 - 4.1 Obtain data for condition monitoring analysis
 - 4.2 Interpret condition monitoring data
 - 4.3 Predict required maintenance type and timing from condition monitoring data
 - 4.4 Liaise with operator, team leader and other key personnel regarding implications of condition monitoring report
 - 4.5 Involve team members in development of changes to maintenance strategy to ensure awareness, learning and commitment

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with operators and team leaders in a variety of situations and with different media
- adapting personal communication strategy to different levels of operator and team leader literacy and numeracy
- working in formal and ad-hoc teams to undertake proactive maintenance related analyses
- analyse data to determine trends, variations, equipment history and to prioritise methods of eliminating or minimising equipment failure
- solving problems to root cause
- applying basic arithmetic and statistical methods
- planning for effective data collection
- reading and interpreting engineering specifications/drawings
- reading and interpreting charts and diagrams
- using information system terminals and computer
- recording data in hard or soft formats

Required knowledge

Required knowledge includes:

- cleaning needs, techniques and principles of equipment in area of responsibility
- methods of assessing operator and maintenance skill gaps and filling them
- techniques for determining MTBF or similar
- techniques for undertaking FMEA or similar
- underpinning principles of competitive systems and practices strategies being implemented and how to adapt them to maintenance
- root cause analysis
- techniques to analyse condition monitoring data

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify and analyse data and other information on the historical performance of equipment • involve operators, maintenance and other stakeholders in decisions on proactive maintenance strategies • identify root cause of failure and deterioration in equipment performance • select and implement failure elimination or minimisation solutions.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to

	<p>production, waste, overheads and hazard control/management</p> <ul style="list-style-type: none"> • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations
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	<ul style="list-style-type: none"> • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
OEE	<p>OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is:</p> $OEE = availability \times performance \times quality\ rate$ <p>where:</p> <ul style="list-style-type: none"> • availability takes into account losses due to breakdown, set up and adjustments • performance takes into account losses due to minor stoppages, reduced speed and idling • quality rate takes into account losses due to rejects, reworks and start-up waste

MTBF	<p>MTBF is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing.</p> <p>There are many possible causes of any problem. Eliminating some will have no impact, others will ameliorate the problem. However, elimination of the root cause will eliminate the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found. Elimination of the root cause permanently eliminates the problem.</p> <p>Depending on the equipment, operations and procedures of the organisation, alternative statistical records of maintenance and maintenance related events may be substituted for MTBF providing they relate strategies for improving OEE.</p>
FMEA	<p>FMEA is a systematic approach that identifies potential failure modes in a system, product, or operations/assembly operation caused by either design or operations/assembly process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring.</p> <p>Some industry sectors have highly adapted forms of FMEA and may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification.</p> <p>HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability.</p>
Condition monitoring	<p>In this unit condition monitoring is used to describe the process of analysing the implications of condition monitoring data for proactive maintenance, whether it be obtained from non-destructive testing (NDT) reports, visual assessment by experts, diagnostic reports obtained from SCADA or other enterprise or equipment software and product or process quality analyses. It does not require the actual undertaking of the NDT or condition monitoring assessment or test. If this is required appropriate units from other Training Packages will be</p>

	required.
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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS404082A Assist in implementing a proactive maintenance strategy

Modification History

New unit, superseding MSACMT482A Assist in implementing a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by a maintenance person to assist in the implementation of a proactive maintenance strategy in an organisation. This unit includes the interaction between a maintenance worker and operators, as appropriate.

Application of the Unit

This unit applies to a maintenance person in an organisation that has adopted or is implementing total preventative/productive maintenance (TPM), reliability centred maintenance (RCM) or similar strategies. As part of this, the maintenance person is expected to assist in the implementation by determining appropriate maintenance related schedules and also by providing maintenance related assistance to non-maintenance personnel, such as assisting production personnel to fulfil their role in the TPM/RCM strategy.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to analyse maintenance requirements. Communication, teamwork and planning and organising skills will be required to implement reliability strategies. This requires aspects of self-management to ensure improvement of own performance and learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop components of reliability strategy for a work/plant area	1.1	Determine manufacturer's recommended inspection, servicing and related schedules for relevant plant
		1.2	Consult with relevant people with regard to appropriate inspections, services and schedules
		1.3	Discuss any conflicts with relevant people and seek resolution of conflicts
		1.4	Develop schedules in liaison with relevant people
		1.5	Identify inspections and servicing which may be done by operations personnel in liaison with relevant stakeholders
2	Assess current practice for maintenance implications	2.1	Identify the overall equipment effectiveness (OEE) or other organisation targets for equipment/plant
		2.2	Evaluate procedures for plant/equipment reliability implications
		2.3	Discuss current practices with relevant people to determine any plant/equipment reliability implications
		2.4	Recommend changes to improve plant/equipment reliability in accordance with procedures
3	Assist in implementing the reliability strategy	3.1	Arrange for schedules to be incorporated in relevant work plans
		3.2	Identify training needs in discussion with relevant

personnel

- 3.3 Assist personnel to develop required skills for inspections/servicing within scope of authority
- 3.4 Collect data/information as required by own work plan
- 3.5 Compare data/information with performance indicators
- 3.6 Recommend improvements to reliability strategy in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- explaining concepts and processes of chosen proactive maintenance strategy used by the organisation and distinguishing from traditional (breakdown) maintenance strategies
- communicating with operators, other maintenance personnel, team leaders and technical experts in a variety of situations and using different media
- adapting personal communication strategy to different levels of operator and team leader literacy and numeracy
- working in formal and ad-hoc teams to implement proactive maintenance
- solving problems to root cause
- planning proactive maintenance tasks to fit in with maintenance and production schedules and the needs of other staff
- assessing the ability of operations personnel with regard to inspections and servicing of equipment
- reading and interpreting charts and diagrams, manufacturer manuals and specifications and operating procedures

Required knowledge

Required knowledge includes:

- requirements of the proactive maintenance strategy being implemented
- operating principles and procedures for equipment/plant subject to proactive maintenance strategy
- purpose and processes for data collection in proactive maintenance strategies
- procedures relevant to own job and organisation implementation of proactive maintenance

- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • source information from manuals and other technical documentation or software • effectively communicate with users on equipment operational and maintenance history • develop schedules for maintenance activities including seeking technical assistance, where appropriate • differentiate between proactive and traditional maintenance strategies.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation

	<ul style="list-style-type: none"> • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and
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	<p>analysis</p> <ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise, the work organisation, culture • regulatory environment and the industry sector
TPM	TPM is an application of total quality management to maintenance with the intention of increasing reliability, getting it right first time and increasing OEE
RCM	RCM moves maintenance from reactive, or even planned/programmed, towards a focus on uptime and OEE
Similar strategies	<p>Similar strategies may include:</p> <ul style="list-style-type: none"> • mean time between failure (MTBF) which is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing • failure mode and effects analysis (FMEA) which is a systematic approach that identifies potential failure modes in a system, product, or equipment based operations caused by either design or operation/process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring • industry sectors have highly adapted forms of FMEA

	<p>and which may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability</p> <ul style="list-style-type: none"> condition monitoring which often involves quite sophisticated monitoring of equipment, including such things as vibration monitoring, instrumental analysis of lubricating oil, and so on, to determine the current state of the equipment, monitor the change in this condition and predict when it needs servicing/maintenance to maintain reliability.
OEE	<p>OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is:</p> $OEE = \text{availability} \times \text{performance} \times \text{quality rate}$ <p>where:</p> <ul style="list-style-type: none"> availability takes into account losses due to breakdown, set-up and adjustments performance takes into account losses due to minor stoppages, reduced speed and idling quality rate takes into account the losses due to rejects, reworks and start-up waste
Uptime	<p>Uptime refers to the overall availability of the plant (it is the inverse of downtime) or the unavailability of the plant. Ideal uptime is 100%</p>
Inspection	<p>Inspection may include:</p> <ul style="list-style-type: none"> reading dials, gauges and meters observations, including those using sight, hearing, smell and feel observations of product quality/faults/rejects
Servicing	<p>Servicing may include:</p> <ul style="list-style-type: none"> cleaning lubricating topping up adjusting
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures

	<ul style="list-style-type: none">• formulas/recipes• batch sheets• temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405001A Develop competitive systems and practices for an organisation

Modification History

New unit, superseding MSACMS600A Develop a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop new strategies for competitive systems and practices or make improvements to existing systems and practices.

Application of the Unit

This unit applies to a manager, technical specialist or similar in an organisation implementing competitive systems and practices, or in an organisation wishing to embark on the competitive systems and practices path. The person needs to be able to analyse the needs of the organisation and develop strategies and systems for effective implementation and continuous improvement of competitive systems and practices in the organisation.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to determine effective competitive systems and practices strategies for the organisation. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine appropriate analytical techniques	1.1	Liaise with key stakeholders to determine objectives of operations strategy
		1.2	Examine current operations to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs
		1.4	Select possible strategies, techniques and tools
		1.5	Consult with key stakeholders to confirm selected strategies, techniques and tools
2	Develop competitive systems and practices strategies	2.1	Estimate benefit/cost ratio for major stakeholders and the value stream overall
		2.2	Determine preferred operations strategy
		2.3	Examine and adapt strategy to organisation needs and priorities
		2.4	Examine and adapt competitive systems and practices techniques and tools required to implement strategy
		2.5	Negotiate with key stakeholders to develop an implementation plan
		2.6	Determine key information and performance indicators required

3	Implement strategy	3.1	Determine data collection required
		3.2	Identify and evaluate methods of collecting and processing required data
		3.3	Determine hardware and other resources required
		3.4	Evaluate skill needs required
		3.5	Ensure all resources/training are available and completed
		3.6	Implement strategy
4	Monitor implementation of strategy	4.1	Compare information/performance indicators with desired levels
		4.2	Liaise with key stakeholders regarding strategy issues
		4.3	Identify areas requiring adjustment
		4.4	Make required adjustments

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing current state/situation of the organisation and value stream, including appropriateness of strategy, operations and internal and external relationships, including value stream members
- determining appropriate key performance indicators (KPIs) and overseeing data collection
- selecting appropriate competitive systems and practices tools and techniques, such as:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping

- establishing customer pull
- kaizen and kaizen blitz
- setting of KPIs/metrics
- identification and elimination of waste
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- prioritising situations and actions based on:
 - customer benefit
 - cost/benefit analysis
- reviewing and modifying strategies and KPIs, as required

Required knowledge

Required knowledge includes:

- competitive systems and practices principles and tools, including:
 - value stream mapping
 - 5S
 - JIT
 - mistake proofing
 - process mapping
 - establishing customer pull
 - kaizen and kaizen blitz
 - setting of key performance indicators/metrics
 - identification and elimination of waste
- methods of estimating costs/benefits
- acceptable benefit/cost ratios
- continuous improvement principles
- principles of motivation and leadership
- characteristics and strengths of different types of strategies, techniques and tools, such as 5S, JIT, six sigma, lean operations and agile operations
- business goals sufficient to match the strategy to the business needs
- strategic thinking
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • determine appropriate analytical techniques • develop strategies that deliver the greatest overall benefit • implement the strategies • monitor the implementation of the strategy.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to</p>

	accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures
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	<ul style="list-style-type: none"> • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Competitive systems and practices techniques and tools</p>	<p>Competitive systems and practices techniques and tools may include:</p> <ul style="list-style-type: none"> • value stream mapping • 5S • JIT • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • standardisation
<p>Value stream</p>	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405002A Analyse and map a value stream

Modification History

New unit, superseding MSACMS601A Analyse and map a value chain* - Not equivalent

* Prerequisite *MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to analyse and map a value stream, including the clear identification of the place of an organisation in the value stream and its contribution to the value stream. The unit includes the identification of an organisation in a value stream, their relationships and the activities undertaken by value stream organisations. The identification skills include identification at the virtual or information level, the technical or process level, and at the physical or logistic level.

The unit includes the analysis of value-adding and non-value adding activities and the information needs for successful value stream mapping, including information technology (IT) needs.

This unit covers the analysis of the supply chain, the demand chain as well as the overall value stream.

Application of the Unit

This unit applies to a person in a senior role in an organisation, such as an operations manager, purchasing manager, senior technical officer performing planning or scheduling or similar who needs to analyse and map a value stream, a supply chain, or a demand chain in order to understand the interactions between all members and determine the value added/potential value added by each member. The value stream is represented visually according to organisation format requirements.

This information is the basis for the design of Just in Time (JIT) and for the determination of waste. Value stream analysis is not a one-off activity but rather an ongoing activity of re-analysis as the value stream changes and its members progress towards excellence in competitive systems and practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Map the value stream	1.1	Select a product/product group for analysis
		1.2	Identify ultimate customer
		1.3	Identify ultimate supplier
		1.4	Identify all organisations between ultimate supplier and ultimate customer
		1.5	Identify all steps in own organisation
		1.6	Map value stream
2	Define customer need	2.1	Determine the features/benefits obtained by customers from product
		2.2	Determine methods of measuring the contribution to each features/benefits
		2.3	Identify possible data sources for required measures
		2.4	Implement measurement of contribution to features/benefits

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|---|-------------------------------------|-----|--|
| 3 | Assess the value added at each step | 3.1 | Identify value contributed by each external organisation |
| | | 3.2 | Determine value added by each internal step |
| | | 3.3 | Determine method of measuring value added |
| 4 | Reduce waste | 4.1 | Compare value added to customer benefit/feature |
| | | 4.2 | Identify activities on value stream map which do not add to customer benefit/features |
| | | 4.3 | Liaise with external value stream members to determine methods to reduce overall waste |
| | | 4.4 | Take required actions to reduce waste |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying for an individual organisation its place in the value stream, including immediate upstream and downstream organisations
- determining flow of materials and information along the value stream, including:
 - output quantities and qualities
 - variability in quality and quantity
 - uptime
 - other key performance indicators (KPIs) indicators appropriate to the organisation and customer requirements
- classifying steps and processes into value adding and non-value adding, including determining appropriate methods for measuring value added
- mapping value stream showing flow of information and materials in either hard copy or using software
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy

Required knowledge

Required knowledge includes:

- purpose of value stream analysis
- methods of value stream analysis and mapping
- concept of waste and value in terms of customer benefit
- types of waste and methods of reducing it
- processes, and operations used in own organisation to make products or deliver services to internal and external customers
- processes employed by other members of the value stream sufficient to have meaningful dialogue with them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • review activities of organisations to determine: <ul style="list-style-type: none"> • their place in value stream • value added by each organisation • non-value added steps within each organisation • determine methods of measuring value added • prepare a map of a value stream that includes all value creating and non value adding steps.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers

	<ul style="list-style-type: none"> • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as
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	<p>Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</p> <ul style="list-style-type: none"> • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Value stream</p>	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal)

	<ul style="list-style-type: none"> • storage and delivery to customer • after market support
Value-added	<p>Value-added is measured against its contribution to the customer benefits/features and may be in the form of:</p> <ul style="list-style-type: none"> • technical benefits/features • location benefits/features • aesthetic benefits/features • information benefits/features
Map value stream	<p>The map of the value stream can be completed using:</p> <ul style="list-style-type: none"> • hard copy (e.g. paper or whiteboard) • appropriate software tools <p>The map should show all participants and stages of materials and information flow and the value creating and non-value adding steps and processes</p>
JIT	<p>JIT refers to:</p> <ul style="list-style-type: none"> • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405003A Manage a value stream

Modification History

New unit, superseding MSACMS602A Manage a value chain* - Not equivalent

* Prerequisites MSACMS601A Analyse and map a value chain and MSACMT631A Undertake value analysis of product costs in terms of customer requirements - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to manage a value stream, a supply chain or a demand chain, including close liaison with suppliers and customers.

This unit covers the managing of the supply chain, the demand chain as well as the overall value stream and may be applied to the managing of the chain internally/externally within an organisation.

Application of the Unit

This unit applies to a person in a senior role in an organisation, such as a manager, technical specialist or similar, who needs to manage the value/supply/demand chain on an ongoing basis to achieve the best overall contribution of value added to their product in terms of customer benefit/features. The unit can be applied to value streams of large or small organisations and to internal and external value streams or a combination value stream.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|--------------------------------------|--|
| 1 | Evaluate the value stream | <ul style="list-style-type: none"> 1.1 Identify all members in the value stream for products in area of responsibility 1.2 Identify value added by each member of the chain 1.3 Identify non-value adding steps in the value stream 1.4 Identify acute and chronic issues which impact on the value stream 1.5 Develop priority list of items for improvement |
| 2 | Liaise regularly with chain members | <ul style="list-style-type: none"> 2.1 Establish and maintain regular liaison with all chain members 2.2 Identify current and forecast issues with each member 2.3 Work with members to help them address their issues 2.4 Build trust and confidence in the relationship 2.5 Develop with each chain member a priority list of items for improvement 2.6 Negotiate with all chain members to ensure improvements benefit chain members and improve the benefits/features perceived by the ultimate customer |
| 3 | Monitor the value added at each step | <ul style="list-style-type: none"> 3.1 Identify changes in value added by each chain member 3.2 Identify areas where changes to value added are required |

- | | | | |
|---|--------------------------|-----|---|
| | | 3.3 | Develop a priority list of required value-added changes |
| | | 3.4 | Work with chain member to bring about improvements to value added |
| 4 | Continue to reduce waste | 4.1 | Identify waste in value stream |
| | | 4.2 | Work with chain members to continually reduce waste |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting a value stream map
- identifying, monitoring and managing flow of materials, information and services in the value stream, including:
 - output quantities and qualities
 - variability
 - uptime
 - other key performance indicators (KPIs) indicators appropriate to the value stream organisations and customer benefit/requirements
- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- identifying steps and processes as value adding and non-value adding
- using appropriate methods for measure value added at steps in the value stream

Required knowledge

Required knowledge includes:

- purpose of value stream analysis
- methods of value stream analysis and mapping
- concept of waste and value in terms of customer benefit
- types of waste and methods of reducing it
- processes, and operations used in own organisation to make products or deliver services to internal and external customers

- processes employed by other members of the value stream sufficient to have meaningful dialogue with them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • review activities of organisations to determine: • their place in value stream • value added by each organisation • non-value added steps within each organisation • determine priorities for improvement in own organisation • negotiate with value stream members on improvements • monitor improvements to determine value added.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects

	<ul style="list-style-type: none"> • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems
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	<ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
Value added	<p>Value added is measured against its contribution to the customer benefits/features and may be in the form of:</p> <ul style="list-style-type: none"> • technical benefits/features • location benefits/features • aesthetic benefits/features

	<ul style="list-style-type: none"> • information benefits/features
Value stream map	<p>The map of the value stream may include:</p> <ul style="list-style-type: none"> • hard copy (e.g. paper or whiteboard) • using appropriate software <p>The map should show all participants and stages of materials and information flow and the value creating and non-value adding steps and processes</p>
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisation's customers

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405004A Develop business plans in an organisation implementing competitive systems and practices

Modification History

New unit, superseding MSACMS603A Develop manufacturing related business plans -
Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop business plans in an organisation implementing competitive systems and practices.

Application of the Unit

This unit applies to a person in an organisation implementing competitive systems and practices (e.g. a production/plant manager, purchasing/technical officer or similar) who is required to develop a section business plan to meet the requirements of the overall strategic plan of the organisation. The plan includes the impact on the value stream and other critical competitive systems and practices factors. Due to competitive pressures this may be a reasonably frequent activity and can occur at any time over the business cycle. The plan may be in response to a specific change, or it may be a plan for the next period.

This unit assumes that up-to-date information about the organisation's role in the value stream is available. For detailed mapping and analysis of the value stream refer to MSS405002A Analyse and map a value stream.

This unit primarily requires the application of skills associated with gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to develop an effective and measurable business plan. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine purpose of plan	1.1	Confirm reason for developing plan and expected outcomes from plan
		1.2	Confirm purpose of plan with all relevant stakeholders
		1.3	Check expected outcomes from plan with overall strategic plan for organisation
		1.4	Identify any potential areas for conflict between proposed plan and strategic directions
		1.5	Negotiate with relevant stakeholders to resolve issues
2	Develop objectives and strategies	2.1	Draft objectives for business plan
		2.2	Draft strategies to achieve these objectives
		2.3	Determine implications for value stream
		2.4	Determine capital or workplace layout/organisation implications for objectives and strategies
3	Develop plans to meet objectives	3.1	Negotiate with relevant stakeholders over implications for objectives and strategies

and strategies	3.2	In liaison with relevant stakeholders, develop plans to meet objectives
	3.3	Determine relevant key performance indicators (KPIs) for plan
	3.4	Check KPIs are appropriate for purpose of plan
	3.5	Check plan will deliver planned purpose
	3.6	Map plan to changed value stream
	3.7	Adjust plan to optimise value stream
	3.8	Validate plan with relevant stakeholders
4	4.1	Release plan for implementation
Monitor the implementation of the plan	4.2	Check the key progress points against the key stages of the plan
	4.3	Note any discrepancies
	4.4	Take appropriate action to ensure correct implementation of plan

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing organisation overall strategic plan for implications relevant to competitive systems and practices implementation
- determining appropriate KPIs and methods of data collection
- determining best means of gathering data, including data from monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary

systems

- identifying value stream members and performance
- determining implications of business plan for value stream
- analysing data, including competitive systems and practices indicators and verifying results with stakeholders
- determining key parameters for business plan, including:
 - scope
 - period
 - objectives in terms of customer benefit
 - relationship to overall organisation objectives
 - targets
 - KPIs
 - implementation strategy
 - risk management
 - monitoring and adjustment strategy
 - approval process

Required knowledge

Required knowledge includes:

- organisation strategic directions
- business planning methods and types of plans
- contingency planning and other risk mitigating planning tools
- the organisation's value stream
- analysis of value stream
- competitive systems and practices
- application of quality principles
- human resources and industrial relations
- occupational health and safety (OHS)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: <ul style="list-style-type: none">• develop a business plan that conforms to organisation
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	<p>overall strategic directions</p> <ul style="list-style-type: none"> • determine implications of business plan for competitive systems and practices practice in organisation • determine KPIs appropriate for business plan • monitor the implementation of a business plan and make adjustments as necessary.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>

<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p>
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	<ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Plan	<p>Plan may include:</p> <ul style="list-style-type: none"> • any sort of business plan and may emphasise any of the areas for sub-plans over the others
Objectives	<p>Objectives may include performance in terms of:</p> <ul style="list-style-type: none"> • sales • profit • quality • OHS • environment • competitive systems and practices • human, physical, financial and environmental/resource use
Objectives and strategies	<p>Objectives and strategies may include:</p> <ul style="list-style-type: none"> • human and industrial relations practice • material/component and resources use • sustainable environmental practices • sales and marketing • financial • regulatory compliance
Relevant stakeholders	<p>Relevant stakeholders may include:</p> <ul style="list-style-type: none"> • other team members • other workers • management • technical specialists • other members of the value stream
Value stream	<p>The value stream begins with the customer and includes all actions (both value adding and non value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research

	<ul style="list-style-type: none">• product design• raw material sourcing• intermediate processing• final assembler/ collation/preparation• support services (e.g. accounting, finance and legal)• storage and delivery to customer• after market support
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405020A Develop quick changeover procedures

Modification History

New unit, superseding MSACMT620A Develop quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop/improve changeovers for equipment, processes or operations. It includes critically analysing existing changeovers, applying quick changeover principles, and developing improved changeover procedures.

Application of the Unit

This unit applies to managers, technical specialists or similar in an organisation that has adopted or is adopting a quick changeover approach to its changeovers. The changeovers may be to equipment, processes or operations. This unit applies to the structured development and/or improvement of the changeover procedures.

This unit requires the application of skills associated with communication, problem solving, initiative, enterprise, planning and organising in order to analyse and determine changeover procedures. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency. text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse changeover	1.1	Critically observe changeover process
		1.2	Identify steps in changeover
		1.3	Identify start situation and required finish situation for changeover
2	Apply quick changeover principles	2.1	Identify changes to the start situation and required finish situation which are possible
		2.2	Identify internal and external changeover activities
		2.3	Identify activities which could be improved/eliminated
		2.4	Eliminate/reduce adjustments required after changeover
		2.5	Develop improved changeover process and recommendations for implementation procedure
		2.6	Liaise with relevant people to validate recommendations
3	Assess and minimise risks in changeover	3.1	Analyse hazards and risks from all steps in changeover
		3.2	Apply ergonomic principles and hierarchy of control to each equipment and manual hazard
		3.3	Assess any regulatory risk in changeover
		3.4	Minimise hazards during changeover ensuring final risk profile is acceptable
4	Implement	4.1	Acquire any required resources and approvals

improved changeover	4.2	Organise trials of improved changeover
	4.3	Monitor trial
	4.4	Make adjustments to changeover process
	4.5	Implement improved changeover process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- critically analysing an existing changeover, including a detailed examination of all actions and delays and the times taken
- determining key steps in changeover
- identifying regulatory implications and other risks changes to procedures
- differentiating between habitual practice and necessary activity
- identifying opportunities to maximise external set up work
- communicating with others to explain and supervise changed procedures

Required knowledge

Required knowledge includes:

- principles of quick changeover
- equipment and operating environment of activities subject to quick changeover
- regulatory and commercial obligations and risk environment for operations subject to quick changeover analysis
- safe movement and other relevant occupational health and safety (OHS) principles
- relevant procedures
- purposes/requirements of changeover
- sourcing of resources
- trialling procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • observe and analyse steps in an existing changeover • manage risks in adjusting changeover procedures • develop changeover adjustments that deliver the greatest overall benefit • supervise changeover procedure trials.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenario, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess</p>

	<p>underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping
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	<ul style="list-style-type: none"> • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	<p>Changeover may refer to:</p> <ul style="list-style-type: none"> • equipment exchanges, such as an exchange of dies/tools (traditional) • change between batches • change between campaigns (process manufacturing) • quantum equipment/process change to produce a different product
Quick changeover	<p>Quick changeovers may be known by a number of alternative titles depending on the industry sector. In manufacturing quick changeovers may be referred to as:</p> <ul style="list-style-type: none"> • single minute exchange of die (SMED) • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button – broadly, an extremely simple procedure for performing a set-up activity <p>While the term die is the traditional term, organisations that require changeovers using other equipment are also covered by this unit.</p> <p>This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. This is not applicable to a maintenance/pressure vessel inspection (PVI) shutdown as experienced by the continuous process manufacturers. However, where there are continuous operations on a campaign basis, it may be applied to the development of changeover procedures between campaigns or similar changeovers</p>
Set-up work	<p>Set-up time is the work required to change over a machine or process from one item or operation to the</p>

	<p>next item or operation. It can be divided into two types:</p> <ul style="list-style-type: none"> • internal set-up work that can be done only when the machine or process is not actively engaged • external set-up work that can be done concurrently with the machine or process performing productive duties
Principles	<p>The principles of quick changeover include:</p> <ul style="list-style-type: none"> • the principles of efficient movement as well as an understanding of equipment features and aids, including jigs, fixtures, locating devices and mechanical aids which will reduce human effort and time required
Improved/eliminated	<p>Activities which should be improved/eliminated include:</p> <ul style="list-style-type: none"> • those which take time or are unreliable in terms of outcome • those which are difficult to do or have adverse OHS implications (e.g. repetitive strain injury, back injury and finger injuries)
Hazards and risks	<p>Hazards and risks include those related to:</p> <ul style="list-style-type: none"> • OHS • regulatory compliance • environment • commercial and contractual obligations <p>An acceptable risk profile for changeovers is one which, at the minimum, meets regulatory and organisation requirements and does not increase the current risk profile</p>
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plan • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other

	format
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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS405021A Develop a Just in Time system

Modification History

New unit, superseding MSACMT621A Develop a Just in Time (JIT) system* - Not equivalent

* Prerequisite MSACMC410A Lead change in a manufacturing environment - removed

Unit Descriptor

Not applicable.

Application of the Unit

This unit applies to a person responsible for planning and implementing a JIT system. It includes consulting with employees, suppliers and customers regarding the change. This may require identification of training and other employee support as well as identifying possible logistical support.

The unit includes kanban-based JIT systems but also applies to other sectors and systems where a traditional kanban-type JIT may not be suitable through the unit's coverage of JIT principles.

This unit requires the application of skills associated with communication in gathering, analysing and applying information, consulting with stakeholders, problem solving, and demonstrating initiative and enterprise. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the JIT design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Design the JIT system/system improvements	1.1	Identify value chain members
		1.2	Consult with internal and external value chain members
		1.3	Identify current storage/inventory in value chain
		1.4	Determine flow authorisation indicators
		1.5	Determine minimum and maximum operations rate
		1.6	Determine lead time for product or service
		1.7	Determine number of units per kanban
		1.8	Draft workable procedures to implement JIT
2	Implement the JIT system/improvements	2.1	Consult with key internal stakeholders to develop solutions to JIT issues
		2.2	Ensure all stakeholders have required JIT-related skills and related issues have been resolved
		2.3	Liaise with key external members of the value chain to develop solutions to JIT issues
		2.4	Develop implementation plan for JIT
		2.5	Determine key measures of JIT
3	Monitor the JIT	3.1	Monitor key measures of JIT

- system
- 3.2 Regularly liaise with key stakeholders seeking areas for improvement
 - 3.3 Identify areas in need of improvement

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing equipment, operations and value stream and determining best flow authorisation strategy, including:
 - form of kanban or flow authorisation indicator
 - integration with operations and other competitive systems and practices tools and techniques
 - key measures and monitoring strategy for JIT system
 - procedures to be adopted in the event of a non-conformance
- problem solving JIT issues and non-conformances to root cause

Required knowledge

Required knowledge includes:

- needs of internal and external value chain members
- principles of JIT, including:
 - demand pull
 - flow authorisation
 - kanban
 - capability rate
 - monitoring
 - non-conformance procedures
- reasons for delays/storages/inventories in the value stream and methods of reducing/eliminating them
- methods of identifying skill gaps and methods of filling skill gaps

- key business objectives associated with implementing JIT
- principles of the operational processes relevant to the JIT implementation
- production data generated by the process and its application to JIT

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • develop a complete JIT system, including: <ul style="list-style-type: none"> • implementation strategy • key measures • training and support strategy for employees and value chain members • procedures in the event of a non-conformance • communicate and negotiate complex issues to a wide variety of individuals • supervise JIT implementation and suggest improvements.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a</p>

	<p>combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>This unit may be assessed concurrently with:</p> <ul style="list-style-type: none"> • MSS405002A Analyse and map a value stream, and/or • MSS405050A Determine and improve process capability. <p>This unit is related to:</p> <ul style="list-style-type: none"> • MSS402021A Apply Just in Time procedures • MSS403021A Facilitate a Just in Time system <p>which cover the lowest and intermediate skill levels in competitive systems and practices respectively.</p> <p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>JIT</p>	<p>JIT is a production scheduling concept that calls for any item or service needed at a production operation, whether raw material, components, fuel, power, finished item, or anything else in between raw material and delivery to the final customer, to be produced and available precisely when needed, neither a moment earlier nor a moment later. JIT principles may also be applied to non-product based manufacturing operations (e.g. where services</p>

	must be delivered on demand, such as transport)
Kanban	<p>Kanban is a signal to authorise production or movement of an item to the next stage of production or operations. It is often a physical item for example a card, bin or sheet. When fully implemented, kanban operates according to the following rules:</p> <ul style="list-style-type: none"> • all production and movement of parts, material or other necessary items takes place only as required by a downstream operation • the specific tool which authorises production or movement is called a kanban <p>Kanban is typically applied to batch type operations and the production is measured in units produced. In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket or order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar.</p> <p>In service operations a physical kanban may not be used – see flow authorisation indicator</p>
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information personnel for action
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/ collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer

	<ul style="list-style-type: none"> • after market support
Flow authorisation indicator	<p>Flow authorisation indicator may include:</p> <ul style="list-style-type: none"> • kanban bin, ticket or similar • other indicator of demand pull
Pull system	<p>Pull system includes:</p> <ul style="list-style-type: none"> • an operations planning system which makes to demand, rather than for stock or to a forecast
Cards/bins	<p>Cards/bins include:</p> <ul style="list-style-type: none"> • the indicators used for production authorisation and may be physical cards or bins or some other suitable indicator
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format
Key measures	<p>Key measures may include:</p> <ul style="list-style-type: none"> • inventory levels • lead time • in full, on time and in specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value chain • quality

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405030A Optimise cost of a product or service

Modification History

New unit, superseding MSACMT630A Optimise cost of product* - Not equivalent

* Prerequisite *MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to examine the costs of a product or service and determine methods of reducing costs.

Application of the Unit

This unit applies to an individual who is required to undertake a detailed study of a product or service's costs, including analysing it by its cost components to determine the best method of lowering the cost overall. This unit differs from *MSS405031A Undertake value analysis of a product or process costs in terms of customer requirements*, in that it looks at all costs, including overheads and takes a wider and more traditional approach to the cost of the product. Information and cost reduction strategies gained from the application of this unit may support other cost approaches in the enterprise, including value stream costing.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to calculate cost components and determine cost optimisation strategies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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|---|---|-----|--|
| 1 | Analyse total cost components of a product or service | 1.1 | Identify all cost components of product or service |
| | | 1.2 | Allocate cost components to major categories, such as overhead, depreciation, energy, consumables and labour |
| | | 1.3 | Distinguish between costs which directly deliver customer features/benefits and waste |
| 2 | Optimise costs | 2.1 | Analyse causes of costs which lead to customer features/benefit |
| | | 2.2 | Determine methods of increasing the customer benefit/cost ratio |
| | | 2.3 | Analyse causes of waste costs |
| | | 2.4 | Determine methods of reducing/eliminating waste costs |
| | | 2.5 | Analyse interactions between cost components |
| | | 2.6 | Check that one method of reducing costs does not cause an increase in another cost/reduction in consumer benefit |
| | | 2.7 | Check that cost reduction plans do not reduce required levels of regulatory compliance or occupational health and safety (OHS) |
| 3 | Implement cost optimisation | 3.1 | Develop cost optimisation plans |
| | | 3.2 | Negotiate with relevant people to agree on implementation plans |

- 3.3 Take actions to implement the cost optimisation
- 3.4 Monitor the implementation of the cost optimisation
- 3.5 Make adjustments to the plan, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- communicating at all levels in the organisation and value chain and to audiences of different levels of literacy and numeracy
- identifying relevant cost component categories for organisation, product and process
- identifying customers, including final customer and features/benefits as valued by customers
- expressing customer features/benefits in cost terms
- determining application scope of cost reduction plan, including product/s, areas, employees and suppliers included in plan

Required knowledge

Required knowledge includes:

- cost components of product
- major costs which are controllable (and how to control them)
- concept and types of waste (muda)
- interrelationship of cost components and costs and benefits, including:
 - methods of estimating costs/benefits
 - acceptable benefit/cost ratios

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • determine relevant cost categories for a product or service • determine which costs are waste • develop a cost optimisation plan • implement and monitor the plan .
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace project(s) • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and</p>

	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree
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	<p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Cost	<p>Cost includes:</p> <ul style="list-style-type: none"> • the monetary value of expenditures able to be directly identified for supplies, services, direct labour, materials, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product • allocations and estimates for indirect costs (e.g. indirect labour, rent, energy, water and cost of capital) where a direct monetary value cannot be identified
Cost optimisation plans	<p>Cost optimisation plans should include:</p> <ul style="list-style-type: none"> • application scope (e.g. product/s, services, areas, employees and suppliers included in plan) • target costs and target cost reductions • implementation period • method of monitoring • method of communicating progress to stakeholders

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Modification History

New unit, superseding MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - Not equivalent

* Prerequisite *MSACMT230A Apply cost factors to work practices* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee who is required to analyse products and processes to determine the value-adding factors, including design and processing costs that most impact on meeting customer requirements and which may also include competitor benchmarking. The unit also includes implementing identified changes that increase cost-efficiency. The unit may be applied individually or in a team environment.

In this unit an employee uses an analysis of the benefits/features which a customer perceives to be in a product or service as a basis for determining appropriate or unnecessary cost and so identifying and reducing waste.

Application of the Unit

This unit applies to an individual who undertakes the value analysis of a product or service, establishing the features/benefits obtained by customers from the cost components relating to those benefits. From this appropriate or waste cost will be determined and actions taken to either reduce waste or improve saleability.

This unit differs from *MSS405030A Optimise cost of a product or service*, in that it requires costs to be measured against customer features/benefits and is designed to contribute to value stream costing. *MSS405030A Optimise cost of a product or service* complements this unit by allowing detailed analysis of all costs, including overheads.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to determine cost-efficiencies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse customer benefits to determine appropriate or waste costs	1.1	Analyse product or service to determine features/benefits perceived by customer in product
		1.2	Analyse cost components of product or service and determine those which deliver customer features/benefits and those which are either appropriate or waste
		1.3	Determine any additional features that may be added to improve saleability
		1.4	Analyse waste cost components and allocate to direct and indirect cost categories
		1.5	Determine options for reducing direct and indirect waste costs
		1.6	Select cost-related actions which maximise customer benefits and minimise costs
		1.7	Where required, undertake competitor benchmarking to provide reference points

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|---|------------------------------|-----|---|
| 2 | Analyse performance variance | 2.1 | Identify waste processing or operational steps for product or service following completion of customer benefit analysis |
| | | 2.2 | Analyse all costs and determine methods of reducing costs/waste |
| | | 2.3 | Develop plan and recommendations for actions required to achieve cost improvement or added customer benefits to improve saleability |
| | | 2.4 | Submit plan and recommendations to stakeholders |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- communicating at all levels in the organisation and value chain and to audiences of different levels of literacy and numeracy
- determining customer features/benefits added to products at each operational step
- relating cost components to customer features/benefits
- distinguishing between direct and indirect costs
- identifying relevant cost component categories for product
- determining application scope of cost reduction plan, including products, areas, employees and suppliers included in plan
- undertaking competitor benchmarking for reference in cost analysis

Required knowledge

Required knowledge includes:

- customer features/benefits from products
- impact of customer features/benefits on sales, market share and firms profitability
- performance and cycle times for products made or service provided
- major costs which are controllable (and how to control them)
- types of waste (muda)
- methods of reducing waste

- methods of reducing cycle time
- desirability of improving performance and methods of reducing cycle time

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • identify customer features/benefits for a product and their impact on market share or saleability of the product • determine direct/indirect costs in a product • determine which costs are waste • analyse cycle times and make suggestions for reduction in cycle time • develop a cost/waste reduction plan.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation

	<ul style="list-style-type: none"> • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and
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	<p>analysis</p> <ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Waste</p>	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product.</p> <p>Within operations, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
<p>Cost</p>	<p>Cost includes:</p> <ul style="list-style-type: none"> • the monetary value of expenditures able to be directly identified for supplies, services, direct labour, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product • allocations and estimates for indirect costs (e.g. indirect labour, rent, power and water) where a direct

	monetary value cannot be identified
Determine customer feature/benefits	This unit does not require that customer features/benefits must be obtained by the person undertaking the unit directly contacting customers. The features/benefits may have already been determined by sales and marketing personnel and passed on to operations. However, the unit requires that the product or process must be analysed to determine how the product or process supplies the features/benefits and by which step/feature of the product or process
Performance	Performance is may be thought of as the rate of output or delivery of the performance or service compared to the rate required to meet demand for the product or service
Cycle time	Cycle time includes: <ul style="list-style-type: none"> the normal time to complete an operation on a product
Pull	Pull is the concept of producing to demand, rather than for stock or some forecast

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS405040A Manage 5S system in an organisation

Modification History

New unit, superseding MSACMT640A Manage 5S system in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for the overall management of the 5S system in an organisation.

Application of the Unit

This unit applies to an individual who is responsible for ensuring the smooth operation and continuous improvement of the 5S system in an organisation. This may be for an initial introduction of, or for the ongoing implementation and continuous improvement resulting from, 5S.

This unit requires the application of skills associated with problem solving, planning, communication and teamwork.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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|---|--|--|
| 1 | Organise an appropriate environment for 5S | 1.1 Ensure managers and other key stakeholders support and understand 5S |
| | | 1.2 Arrange for team leaders to develop/maintain skills required for 5S |
| | | 1.3 Ensure team leaders are developing/maintaining skills required in their team members |
| | | 1.4 Ensure procedures and work practices reflect 5S needs and regulatory requirements |
| | | 1.5 Practise 5S in own work |
| | | 1.6 Eliminate roadblocks to 5S |
| 2 | Audit 5S implementation | 2.1 Undertake spot checks of compliance |
| | | 2.2 Review workplace and records for indicators of compliance/non-compliance |
| | | 2.3 Encourage all levels of the workforce to routinely suggest areas for improvement |
| | | 2.4 Discuss 5S routinely with team leaders to seek ideas for implementation of improvement suggestions and encourage identification of non-conformance |
| 3 | Improve 5S | 3.1 Negotiate solutions to non-conformances |
| | | 3.2 Implement agreed solutions |
| | | 3.3 Work with team leaders to develop opportunities for improvements |
| | | 3.4 Provide necessary resources for improvements |
| | | 3.5 Ensure procedures and practices change to reflect |

improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with stakeholders on aims and objectives of 5S program in the organisation
- mentoring and monitoring team leaders in their skills and knowledge of 5S and the organisations objectives for 5S
- conducting formal and informal meetings and explaining 5S and related concepts
- reviewing regulatory requirements for implications for 5S implementation
- facilitating team goals, activities and communications and accessing resources
- problem solving 5S poor performance and problems to root cause
- identifying requirements and negotiating resources for 5S implementation across the organisation
- planning and prioritising activities of teams
- identifying problems in 5S implementation caused by gaps in skills and/or knowledge and developing options to address them

Required knowledge

Required knowledge includes:

- organisation operations and structure
- principles of efficient workplace organisation
- purposes and methodology of 5S
- operation procedures relevant to jobs in the organisation
- relevant regulatory requirements
- processes for identification of skill gaps
- methods of addressing skill gaps
- ways of encouraging team leaders and operators to find and suggest areas for improvement
- methods of making/recommending improvements
- methods of accessing required resources
- non-conformance, what they are, assessment of severity and action to be taken

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • encourage and monitor a systematic approach to implementing 5S • analyse areas and records for evidence of 5S conformance/non-conformances • manage non-conformances in implementation of 5S • lead and motivate others in achieving 5S outcomes and making improvements to the 5S systems.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

	<p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE)
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	<ul style="list-style-type: none"> • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format
Roadblocks	<p>Roadblocks include:</p> <ul style="list-style-type: none"> • all factors which are inhibiting the smooth implementation of 5S
5S	<p>5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is:</p> <ul style="list-style-type: none"> • sort • set in order • shine • standardise • sustain
Sort	<p>Sort involves keeping only what is absolutely necessary</p>

	<p>for the processes in the work area. Sort includes:</p> <ul style="list-style-type: none"> clearing the work area of all non-essential equipment and materials <p>Non-essential items include:</p> <ul style="list-style-type: none"> those not required to either produce product, conduct process or operations or make required adjustments to equipment during process or operations
Set in order	<p>Set in order includes:</p> <ul style="list-style-type: none"> assigning required equipment and materials appropriate locations in the work area (locations should be clearly marked and labelled to show the item and proper location)
Shine	<p>Shine includes:</p> <ul style="list-style-type: none"> keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	<p>Standardising includes:</p> <ul style="list-style-type: none"> activities that help maintain the order and the housekeeping standards using procedures and checklists developed from a procedure
Sustain	<p>Sustain includes:</p> <ul style="list-style-type: none"> making sure that daily activities are completed every day regardless of circumstance undertaking inspections, including: <ul style="list-style-type: none"> informal inspections carried out often, at least weekly formal inspections carried out at least monthly <p>Specific actions should be followed up to generate continuous improvement</p>
Items in work area	<p>Items in work area may include:</p> <ul style="list-style-type: none"> tools jigs/fixtures materials/components plant and equipment manuals personal items (e.g., lunch boxes and posters) safety equipment and personal protective equipment

	<ul style="list-style-type: none">• other items which happens to be in the work area
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405050A Determine and improve process capability

Modification History

New unit, superseding MSACMT650A Determine and improve process capability* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to determine the actual (as distinct from design) capability of a process and then to analyse that process to remove assignable causes and reduce random causes. This would typically be done by a manager or technical expert support person either working in a team, or in close liaison with key stakeholders. Process capability is typically calculated using standard deviations.

Application of the Unit

This unit applies to an individual (who may be a production manager, plant/process engineer, technical specialist or similar) who is responsible for developing plans to stabilise and then improve process capability and following agreement the implementation of the plans to improve process capability. The organisation may use either a six sigma or three sigma process.

This unit primarily requires the application of skills associated with communication in gathering and analysing data and consulting with relevant personnel. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to determine causes to variations and implement solutions. This is done in an environment using computer technology and also requires aspects of self-management and learning to ensure feedback and new learning is integrated into process improvements and operations management control systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain data for process capability study	1.1	Identify the process requiring capability analysis including relevant procedures
		1.2	Identify customer specifications for product or service
		1.3	Obtain process capability data
2	Analyse data	2.1	Identify assignable causes of variation in liaison with relevant personnel
		2.2	Develop solutions to eliminate variation due to assignable causes in liaison with relevant personnel
		2.3	Analyse random variations for possible causes in liaison with relevant personnel
		2.4	Confirm causes of random variation
		2.5	Develop solutions to reduce random variations in liaison with relevant personnel
3	Take action to improve process	3.1	Develop plans to implement solutions
		3.2	Liaise with relevant personnel to implement solutions

capability	3.3	Gain necessary approvals, as required
	3.4	Monitor implementation and make adjustments, as required
	3.5	Determine new/revised process capability
	3.6	Implement revised process capability regime

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using a variety of statistical methods and calculations
- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- negotiating with employees, suppliers and customers, where necessary, to achieve access to, or collection of, data
- planning process and data collection changes required for process improvement, including:
 - objectives
 - performance indicators to be monitored to indicate success of change
 - resources required
 - training required
 - communication and liaison required with employees, suppliers and customers
 - implementation period required
- analysing variations and categorising into assignable and random cause
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- working in and leading teams for data collection and process improvement
- using software computers and terminals, as required, to collect and analyse data

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required to establish variability and normal distribution
- calculate three sigma or six sigma processes, as relevant

- random and non-random results and processes for recognition of assignable causes
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • collect or obtain data relevant process capability data from a variety of sources data • work with people and analyse data to determine assignable causes • plan and prepare improvement proposals • monitor implementation of improvement proposals.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects

	<ul style="list-style-type: none"> • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems
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	<ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Six sigma	<p>Six sigma refers to:</p> <ul style="list-style-type: none"> • a statistical tool for recording defects and determining capability which equates to only 3.4 defects per million opportunities for each product or service transaction <p>Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package</p>
Three sigma	<p>Three sigma refers to:</p> <ul style="list-style-type: none"> • a traditional statistical process control uses three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Process capability data	<p>Process capability data includes:</p> <ul style="list-style-type: none"> • customer requirements for product or service • process stability (control chart) performance • other charts and data
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures

	<ul style="list-style-type: none">• formulas/recipes• batch sheets• temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405060A Develop the application of enterprise control systems in an organisation

Modification History

New unit, superseding MSACMT660A Develop the application of enterprise systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to continuously modify and improve or develop new enterprise-wide information technology (IT) based control systems, such as Supervisory Control and Data Acquisition (SCADA), Enterprise Resource Planning (ERP), Materials Resource Planning (MRPII) and similar. Typically the development of such a system will be in liaison with an appropriate technical expert who may be an internal expert or an external consultant.

Application of the Unit

This unit applies to an individual responsible for the development and implementation of new systems or modifications/changes to the current system. While the individual might generate the ideas for change themselves and also undertake a significant part of the final implementation, they may also be working closely with an appropriate technical expert (such as the software system supplier) who may actually make the modifications.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising skills are required to determine and implement effective enterprise systems and modifications. This unit also requires computer skills and aspects of self-management and learning to ensure feedback and new learning is integrated into system planning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor information and control needs of organisation	1.1	Check the use of current information
		1.2	Check the operation of current control systems
		1.3	Communicate regularly with key information users regarding any new or changed information control needs, including information needs from and to value stream
		1.4	Identify short comings in information and control provision
		1.5	Take appropriate action on information and control needs to meet organisational needs
2	Check the current system against organisation needs	2.1	Check the routine use of the system
		2.2	Check any system alarm or non-conformance notification and control operation
		2.3	Communicate regularly with key stakeholders about current system use and application
		2.4	Determine effect of non-conformance on enterprise system

- 2.5 Identify problems/issues
 - 2.6 Take appropriate action on problems and issues

- 3 Determine developments needed in a new or significantly modified system
 - 3.1 Identify needs requiring a new system or development of modifications to the current system
 - 3.2 Draft scope, specifications and outcomes required
 - 3.3 Liaise with key stakeholders and relevant technical experts to refine scope, specifications and outcomes needed in new or modified system
 - 3.4 Agree final scope, specifications and outcomes

- 4 Develop system
 - 4.1 Develop project plan
 - 4.2 Ensure ongoing consultation with all relevant stakeholders
 - 4.3 Manage development project
 - 4.4 Manage trialling of modified system
 - 4.5 Ensure modified system meets organisational requirements

- 5 Implement modified system
 - 5.1 Liaise with all affected personnel
 - 5.2 Develop and agree an implementation strategy
 - 5.3 Ensure all personnel have required skills
 - 5.4 Implement modified system
 - 5.5 Monitor implementation and modify, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying organisation needs from enterprise control system, including:
 - critical features (e.g. occupational health and safety (OHS), regulatory compliance and emergency shutdown)
 - essential features and operation controls
 - access levels and access security
 - cost of installation and operation
 - interfaces (e.g. human-machine, machine-machine, and system-system, e.g. SCADA with financial control systems)
- correctly accessing and inputting information
- communicating with stakeholders on information and control requirements
- matching monitoring, control and reporting capability of system to organisation requirements
- analysing features of enterprise system and determining training needs
- solving problems to root cause
- monitoring trials and initial implementation of enterprise control system

Required knowledge

Required knowledge includes:

- capability of resource planning/SCADA systems, as appropriate
- information and control needs of organisation/process
- project management
- support/training/skill development mechanisms available for access by personnel

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • analyse organisation needs and match to enterprise control system features • determine critical features required in enterprise control system • modify system as a result of trials or changing needs.
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<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>SCADA</p>	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect critical process data, perform required mathematical

	<p>manipulations on it and then make control decisions and/or give required information personnel for action</p> <p>In the continuous operations sector, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as distributed control system (DCS) and indeed these systems do merge in advanced systems. These organisations may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system)</p>
<p>Resource planning</p>	<p>Planning software is a general term applied to a number of software systems which integrate a range of business information, such as:</p> <ul style="list-style-type: none"> • finance • logistics maintenance and production <p>It is frequently referred to by names, such as ERP and MRP/MRP II</p>
<p>Value stream</p>	<p>The value stream begins with the customer and includes all actions (both value adding and non value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405061A Determine and establish information collection requirements and processes

Modification History

New unit, superseding MSACMT661A Determine and establish information collection requirements and processes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to determine what information is needed to support decision-making in a competitive systems and practices environment and then to set about establishing required information collection systems. This would usually be done as part of a team and would require consultation with all key stakeholders.

Application of the Unit

This unit covers the determination of data needs and collection methods for an organisation or specific plant or process. This will typically be done in liaison with a wide range of people, each of whom will have their own specific information requirements. There will need to be balanced and interpreted into a workable set of data to be collected.

This unit is primarily focused on those decisions which are non-routine and so need specific collection of data, or for those decisions which are routine, the establishment of a routine data collection protocol to allow for the decisions to be made based on appropriate, reliable data.

This unit primarily requires the application of communication and problem solving skills associated with determining information requirements and processes of information collection. Initiative and enterprise, and planning and organising are also required to ensure information targets specific factors. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|--|-----|--|
| 1 | Analyse decisions to be made | 1.1 | Identify personnel to be included in the analysis process |
| | | 1.2 | Determine the consequences of the decisions in liaison with relevant personnel |
| | | 1.3 | Determine the variables which can be controlled |
| | | 1.4 | Determine the variables which cannot be controlled |
| | | 1.5 | Determine the consequences of a change in these variables in liaison with affected personnel |
| 2 | Define factors which cause variables to change | 2.1 | Identify factors which are able to be controlled |
| | | 2.2 | Identify factors which are not able to be controlled |
| | | 2.3 | Identify means of measuring these factors, or indicators for the values of these factors |
| | | 2.4 | Compile a list of measurements/indicators required. |
| | | 2.5 | Communicate with team members and involve them in development of factors and changes to ensure awareness and facilitate learning |

3	Develop data collection protocols	3.1	Determine methods of making measurements
		3.2	Determine methods of quantifying indicators
		3.3	Determine the benefit/cost of automated (or other) collection of data
4	Develop systems to produce required information	4.1	Identify user of information and their needs and abilities
		4.2	Determine data processing needs to produce required information
		4.3	Determine information distribution channels
		4.4	Determine skill development need for recipients of information
		4.5	Implement systems to produce information
		4.6	Monitor implementation and make adjustments, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- negotiating with employees, suppliers and customers, where necessary, to achieve access to, or collection of, data
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- developing or sourcing indicators for factors not easily measured
- liaising with stakeholders on acceptable limits for benefits and costs in data collection procedures

Required knowledge

Required knowledge includes:

- business needs of the organisation/section
- information needs of individuals within the organisation
- possible data available/potentially available to the organisation
- methods of collecting available data
- relationship between data available and information required
- methods of converting data into useful information
- methods of developing indicators for factors resistant to measurement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • determine relevant data, including variables for decisions • determine factors and variables subject to control • develop strategies for data collection that deliver the greatest overall benefit • implement data collection systems.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p>

	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and
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	<p>proprietary systems</p> <ul style="list-style-type: none"> • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Variables	<p>Variables for this unit are:</p> <ul style="list-style-type: none"> • measurable inputs, outputs or characteristic of processes or operations that have no fixed quantitative value.
Factors	<p>Factors include:</p> <ul style="list-style-type: none"> • any variable that is a part of, contributes to, or leads to the quantum of another variable. Ideally factors themselves should be able to be measured. However, in some operations there may be factors that are resistant to objective measurement (e.g. creativity in design, customer colour preferences and life cycles for new products). In these cases indicators for the value of these factors may need to be developed (e.g. through surveys, approximations or experiments)
Decision	<p>A decision may include:</p> <ul style="list-style-type: none"> • a change, improvement, new/altered process or system which requires data in order to monitor it or

	where data is required to make a decision regarding the selection of alternatives
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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS405070A Develop and manage sustainable energy practices

Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.

Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse energy use	1.1	Identify all energy consuming processes
		1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	Develop energy conservation plans	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Determine benefit/cost of plans
3	Develop energy trading plans	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities

		3.3	Develop plans for energy trading
		3.4	Determine benefit/cost of plans
4	Investigate alternative sources of energy	4.1	Develop a specification for energy required
		4.2	Identify a range of sources for that energy
		4.3	Determine benefit/cost for alternative energy sources
5	Develop plans for more efficient energy use	5.1	Compare benefit/costs for different alternatives developed
		5.2	Rank proposals based on benefit/cost compare to limited resources
		5.3	Check proposals meet regulatory requirements
		5.4	Recommend proposals for improving energy efficiency
6	Implement selected plans	6.1	Liaise with relevant people to implement energy efficiency plans
		6.2	Follow through to ensure implementation occurs
		6.3	Monitor implementation and make adjustments, as required
		6.4	Check new energy usage to ensure improvements have occurred

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • gather appropriate data to allow energy analyses • categorise energy use into necessary use and waste • develop options for energy reduction including
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	<p>presenting of alternatives and benefit/cost analyses</p> <ul style="list-style-type: none"> • develop strategies and plans for energy use and monitor implementation.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise
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	<ul style="list-style-type: none"> the work organisation, culture, regulatory environment and the industry sector
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product.</p> <p>Within operations, categories of waste include:</p> <ul style="list-style-type: none"> excess production and early production delays movement and transport poor process design inventory inefficient performance of a process making defective items activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Necessary waste	<p>Necessary waste is:</p> <ul style="list-style-type: none"> any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed
Unnecessary waste	<p>Unnecessary waste is:</p> <ul style="list-style-type: none"> any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical
Energy	<p>Energy includes:</p> <ul style="list-style-type: none"> all sources of energy used by the process be it electricity, gas or mobile transport fuel <p>The uses of the energy will also be potentially wide and include:</p> <ul style="list-style-type: none"> heating and cooling moving materials (e.g. pumps and conveyors) modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing) generating pressure/vacuum or providing motive power for equipment and transport
Energy trading	<p>Energy trading means both formal trading where the organisation investigates alternatives to:</p>

	<ul style="list-style-type: none">• the buying of energy through alternative suppliers and tender processes• selling of excess energy produced by the organisation to energy companies or other producers and <ul style="list-style-type: none">• internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405075A Facilitate the development of a new product

Modification History

Release 2 - Content error in Range and Evidence Guide corrected. Prerequisite unit code corrected - MSS404052A

Release 1 - New unit, superseding MSACMT675A Facilitate the development of a new product* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the development of a new or evolutionary product within an existing range of products and encompasses design for manufacture, determining the process capability and the facilitation of its initial production.

Application of the Unit

This competency applies to an individual responsible for the development of a new product. The unit assumes an initial product design has been prepared by a designer and also assumes a working knowledge of all main processes and materials so that an informed choice can be made between them. The person will normally be a manager or technical expert and be required to work closely with a range of other management and operations personnel.

The unit requires balancing the business and technical sides of the new product and would typically be done as part of a cross-functional team. This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to facilitate the development of a new product. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Confirm design brief of new product in consultation with relevant people	1.1	Review product design with customer and other key stakeholders and agree on technical specification, aesthetic requirements, timelines, cost and other market requirements
		1.2	Determine any regulatory, industry code/intellectual property requirements for product
		1.3	Identify any required tooling, process or equipment needs
		1.4	Confirm design brief, including relevant drawings, to meet needs
		1.5	Determine design brief conforms to organisation objectives and capability
		1.6	Obtain approval on total design brief from all relevant personnel
2	Determine material requirements for product	2.1	Select appropriate materials or combination of materials/components in liaison with key stakeholders
		2.2	Determine material/component testing and evaluation regime required to meet product end use requirements,

- including regulatory/industry code requirements
- 2.3 Arrange for testing and evaluation of trial materials/components
 - 2.4 Guide material trial process and interpret material trial results
 - 2.5 Determine final materials/components specifications and details of value chain
- 3 Determine process requirements for product
 - 3.1 Select appropriate process to make product in liaison with key stakeholders and based on relevant factors
 - 3.2 Determine any special process/equipment requirements for this product
 - 3.3 Communicate with production personnel to determine any concerns and/or training or other needs
 - 3.4 Adjust the design, as required, to satisfy customer and production needs
- 4 Ensure process needs for new product have been met
 - 4.1 Liaise with equipment design/procurement personnel
 - 4.2 Interpret hardware specifications and ensure they are appropriate for the job required
 - 4.3 Liaise with process personnel to ensure appropriate draft procedures for new product have been developed
 - 4.4 Validate product cost and design meets organisation requirements and capability
- 5 Trial new product through the process
 - 5.1 Design trialing procedure to deliver required information
 - 5.2 Liaise with relevant stakeholders
 - 5.3 Ensure health safety and environment (HSE) requirements are observed
 - 5.4 Coordinate the trialling of the new product
 - 5.5 Interpret product trial results and guide product trial

- process
- 5.6 Tune process to optimise production of new product
- 6 Determine process capability
- 6.1 Plot appropriate statistical process control charts
- 6.2 Determine confidence limits
- 6.3 Compare confidence limits with product specification
- 7 Coordinate product trials
- 7.1 Determine product testing and evaluation regime required to meet end use requirements, including regulatory/industry code requirements
- 7.2 Arrange for testing and evaluation of trial product/prototype
- 7.3 Interpret product trial results and guide product trial process
- 7.4 Determine final product specification in liaison with key stakeholders
- 7.5 Make required changes to materials, process and equipment
- 8 Implement standard procedures for new product
- 8.1 Monitor initial production and, in liaison with appropriate team members, adjust process, conditions and materials to ensure the product and process outcomes conform to customer, regulatory and organisation requirements
- 8.2 Ensure process specifications are updated and reflect the optimised operation developed
- 8.3 Ensure standard operating procedures are correct for the new product
- 8.4 Ensure equipment and other hardware records are updated to reflect additions/changes
- 8.5 Ensure project records are complete and all required reports have been completed and submitted

8.6 Archive records according to company procedure

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- selecting and justifying the selection of:
 - type of material/material specification
 - appropriate process for a range of product/market applications
 - material and product testing procedures
- applying theoretical principles to predict:
 - properties of product based on materials selected
- identifying effects of processes and processing on the final properties of the product mathematically determine:
 - product cost estimates
 - process time
 - cost/benefit to organisation of new product
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- interpreting and making recommendations based on:
 - field test results
 - market analysis data
 - trialling data
 - organisation objectives and business plan
 - equipment and operations capacity

Required knowledge

Required knowledge includes:

- materials, equipment and process sufficient to choose an appropriate combination of materials and process to achieve the end use function of the product
- enterprise procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • ensure the development of a new product meets general organisation guidelines and objectives • liaise with the required people • optimise the process for the new product at the completion of the development phase • assess materials and components characteristics required in a design including material grades and properties and the effects of processing on materials and components • use trial outcomes to determine standard procedures for manufacture and/or operation of new product.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

	<p>contingencies, improvement scenarios, and so on)</p> <ul style="list-style-type: none"> • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S
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	<ul style="list-style-type: none"> • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Organisation objectives and requirements	<p>Organisation objectives and requirements may include:</p> <ul style="list-style-type: none"> • Board or management guidelines on: <ul style="list-style-type: none"> • cost/profit requirements for new products (e.g. minimum return and capital expenditure limits) • encouragement/discouragement of different types of products (e.g. on sustainability, ethical or other non-individual customer related criteria) • potential or actual capacity conflicts with other customers or product/process activities • activities that require/may require community consultation (e.g. on noise or other environmental grounds)
Tools and equipment	<p>Tools and equipment may include:</p> <ul style="list-style-type: none"> • understanding of use of all standard processing equipment • relevant personal protective equipment
Typical regulatory requirements	<p>Typical regulatory requirements may include:</p> <ul style="list-style-type: none"> • occupational health and safety (OHS) • environmental regulations • structural codes • product/industry specific requirements
Typical problems	<p>Typical problems may include:</p> <ul style="list-style-type: none"> • defining product end-use requirements in terms

	<p>meaningful to the product design and manufacture</p> <ul style="list-style-type: none"> • matching suitable materials and processes to the product needs and company expertise and facilities • matching (and improving) process capability to product tolerances
Relevant factors	<p>Relevant factors may include:</p> <ul style="list-style-type: none"> • type of material • dimensional precision of product • length of run/number of products • required aesthetics • size and complexity of product • available capital funding • process equipment available • HSE factors

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405081A Develop a proactive maintenance strategy

Modification History

New unit, superseding MSACMT681A Develop a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop and implement a proactive maintenance strategy for an organisation. The unit recognises that there are a number of predictive or proactive maintenance strategies, such as total productive maintenance (TPM) and reliability centred maintenance (RCM).

Application of the Unit

This unit applies to an individual responsible for developing a proactive maintenance strategy for an organisation. Typically the organisation will also be implementing other competitive systems and practices. The unit applies to the selection of appropriate strategies, initial development and implementation as well as application of the strategies to new areas and the improvement of operation in existing areas. This would typically be done in a team environment and in consultation with all key stakeholders.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to develop and implement a predictive maintenance strategy. Strategies will incorporate the maintenance requirements of relevant technologies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into maintenance strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine appropriate analytical techniques	1.1	Liaise with key stakeholders to determine objectives of maintenance strategy
		1.2	Examine current maintenance situation to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs
		1.4	Select possible strategies, techniques and tools
		1.5	Confirm selected strategies, techniques and tools with key stakeholders
2	Develop reliability strategies	2.1	Select preferred maintenance strategy
		2.2	Examine and adapt strategy to organisation needs and priorities
		2.3	Examine and adapt techniques and tools required to implement strategy
		2.4	Liaise with key stakeholders to develop an implementation plan
		2.5	Identify key information and performance indicators required
3	Implement strategy	3.1	Identify data collection required
		3.2	Identify hardware and other resources required

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|---|------------------------------------|---|
| | 3.3 | Identify skill needs required in consultation with key stakeholders |
| | 3.4 | Ensure all resources/training are available |
| | 3.5 | Implement strategy |
| 4 | Monitor implementation of strategy | |
| | 4.1 | Compare information/performance indicators with desired levels |
| | 4.2 | Liaise with key stakeholders regarding strategy issues |
| | 4.3 | Identify areas requiring adjustment |
| | 4.4 | Make required adjustments |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others using a variety of media and techniques
- adapting personal communication strategy to different levels of literacy and numeracy in target individuals and groups
- working in a team
- analysing quantitative and qualitative information to determine proactive maintenance strategy options
- solving problems to root cause
- applying basic arithmetic and statistical techniques
- planning complex strategies, including consideration of timelines, resources, benefit/cost, implementation requirements, and monitoring and adjustment considerations
- reading and interpreting engineering specifications, drawings and charts
- using information system terminals and computers
- prioritising options, including reasons and recommendations
- recording data

Required knowledge

Required knowledge includes:

- characteristics and strengths of different types of strategies, techniques and tools, such as:
 - TPM
 - RCM
 - mean time between failure (MTBF)
 - failure mode effects analysis (FMEA)
 - condition monitoring
 - root cause analysis (RCA)
- holistic costs of different strategies combining cost of maintenance with costs of lost production, sales, and so on, as relevant to the organisation
- business goals sufficient to match the strategy to the business needs
- strategic thinking and its application to proactive maintenance
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • consider a variety of proactive maintenance strategies for suitability to an organisation • consult operators, maintenance, management and other stakeholders in decisions on proactive maintenance strategies • implement selected strategies • monitor performance to selected indicators and make improvements to selected proactive maintenance strategies.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented

	<p>changes to work processes and procedures relevant to the assessee</p> <ul style="list-style-type: none"> • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>OEE</p>	<p>OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is:</p> $OEE = \text{availability} \times \text{performance} \times \text{quality rate}$ <p>where:</p> <ul style="list-style-type: none"> • availability takes into account losses due to breakdown, set-up and adjustments • performance takes into account losses due to minor

	<p>stoppages, reduced speed and idling</p> <ul style="list-style-type: none"> quality rate takes into account losses due to rejects, reworks and start-up waste
MTBF	<p>MTBF is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing.</p> <p>There are many possible causes of any problem. Eliminating some will have no impact, others will ameliorate the problem. However, elimination of the root cause will eliminate the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found. Elimination of the root cause permanently eliminates the problem.</p> <p>Depending on the equipment, operations and procedures of the organisation, alternative statistical records of maintenance and maintenance-related events may be substituted for MTBF providing they relate strategies for improving OEE.</p>
FMEA	<p>FMEA is a systematic approach that identifies potential failure modes in a system, product, or operations/assembly operation caused by either design or operations/assembly process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring.</p> <p>Some industry sectors have highly adapted forms of FMEA and may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification.</p> <p>HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability.</p>
Condition monitoring	<p>Condition monitoring is used to describe the process of analysing the implications of condition monitoring data for proactive maintenance whether it be obtained from non destructive testing (NDT) reports, visual assessment by experts, diagnostic reports obtained from SCADA or other enterprise or equipment software and product or process quality analyses. It does not require the actual</p>

	undertaking of the NDT or condition monitoring assessment or test. If this is required appropriate units from other Training Packages will be required.
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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS407003A Analyse process changes

Modification History

New unit, superseding MSACMG703A Analyse process changes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to quantitatively analyse past changes made in an organisation's the operations, systems, process or environment to ensure the quantum of expected change has been achieved and that gains are maintained and are used as a basis for further gains.

The unit includes statistical and other mathematical analysis of data, methods for capturing data on implemented changes (quantitative and qualitative) and producing useful information from this data. It includes consultation with stakeholders both for data validation and consensus decision-making for future improvements.

Application of the Unit

This unit applies to team leaders, technical experts and people with a similar sphere of influence/scope of authority and responsibility who are already have a knowledge of statistics used in managing operations and of process capability improvement and some knowledge of factorial design, the selection and analysis of appropriate metrics, and the discrimination between valid and invalid interpretations of data. Where this is not the case *MSS404050A Undertake process capability improvements* and *MSS404052A Apply statistics to operational processes* may be completed to supply the necessary statistical skills.

If this unit is being applied to a complex change process or a complex operations process, it may be an advantage to have completed *MSS405052A Design an experiment* before completing this unit. Where this unit is being applied in a six sigma environment then knowledge and skill in six sigma techniques may also be an advantage. *MSS405053A Manage application of six sigma for process control and improvement* can be completed to supply these skills.

The unit applies to reviews of both intended and unintended consequences of change and the effectiveness of the implementation of the change. This unit is not intended to be applied to a technical or engineering review of a major capital expenditure or similar.

This unit takes a largely quantitative approach to the review. For skills associated with a more qualitative review refer to *MSS407005A Undertake a qualitative review of a process change*.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|------------------|-----|---|
| 1 | Analyse a change | 1.1 | Identify changes which have occurred |
| | | 1.2 | Select a change or group of related changes to analyse |
| | | 1.3 | Determine the initiation of the selected change |
| | | 1.4 | Identify relevant metrics and predicted values for these metrics |
| | | 1.5 | Gather data for these metrics prior to the change |
| | | 1.6 | Gather data and information on the implementation of the change |
| | | 1.7 | Gather data for these metrics after the change |
| | | 1.8 | Survey all key metrics and identify any where variations may correlate with the change being analysed |
| | | 1.9 | Discuss results of change with key stakeholders and |

- identify other possible (qualitative or quantitative) results of the change
- 1.10 Analyse this data to determine the results of the change
- 2 Review results of change with stakeholders
- 2.1 Identify trends over time in all relevant metrics
- 2.2 Analyse correlated metrics to determine causal relationship
- 2.3 Audit health, safety and environment (HSE) impacts as a result of the change
- 2.4 Present information in a form understandable by stakeholders
- 2.5 Discuss analysed information with relevant stakeholders
- 2.6 Modify information based on stakeholder input, as required
- 2.7 Develop a consensus view of the result of the change which is supported by the information available
- 2.8 Validate the consensus view with stakeholders
- 3 Identify future improvements
- 3.1 Discuss lessons learned from the change with stakeholders
- 3.2 Capture key knowledge in accordance with systems and procedures
- 3.3 Identify future improvements in collaboration with team members
- 3.4 Validate identified changes with stakeholders
- 3.5 Obtain sign off from process/system owner
- 3.6 Start the process for implementing future improvements
- 3.7 Check that the planned improvements are occurring
- 3.8 Take action to sustain improvement by standardising

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- researching past performance of plant, operations, products and procedures, including metrics used
- identifying trends, causal relationships and correlations in metrics
- communicating and explaining quantitative data with others across a range of numeracy and literacy levels
- analysing views and reasons put forward by others on past performance and relating to evidence
- analysing views and reasons put forward by others for future changes and improvements and form recommendations
- identifying key HSE strategies and risks for area of responsibility and identifying sources of expert assistance
- preparing submissions and presenting case for future changes

Required knowledge

Required knowledge includes:

- competitive systems and practices principles, processes and techniques
- organisational goals, products and processes
- processes and procedures for continuous improvement in the workplace
- statistical process control (SPC) and principles
- methods of determining the impact of a change using quantitative analysis of process data, including advanced statistical/mathematical analysis and basic qualitative techniques
- organisation metrics
- sources of data (actual and possible) within the organisation and the value stream
- range of typical metrics, their applications and limitations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse process changes • identify changes • gather data and information over a period and range that will provide a valid basis for analysis • select and use appropriate data analysis tools • present information in a suitable form • obtain a consensus view of the results of the change • determine the lessons to be learned and future improvements to be undertaken.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess</p>

	<p>underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving
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	<ul style="list-style-type: none"> • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where changes include areas covered by industry codes of practice, and/or Australian/international standards, the latest version must be used
Gather prior data	Where all suitable data was not collected prior to the change a suitable proxy for the data will be needed
HSE	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Change	<p>Changes may:</p> <ul style="list-style-type: none"> • be to plant, operations, products, procedures or practice • arise from continuous improvement (or an improvement event/project) or implementing new products, technology or systems • may have been intended to make an improvement or to implement new products, technology or systems • include the implementation of a change <p>Changes do not include an engineering review of a major capital expenditure or similar review</p>
Initiation of change	Changes need to be identified as either deliberately or not deliberately initiated. Where a change was not deliberately initiated then the causal factors for the change need to be identified
Correlated metrics	<p>Correlated metrics include:</p> <ul style="list-style-type: none"> • any metric which appears to show a chronological correlation with the change being analysed. These metrics need to be examined to determine if the change has a causal relationship or is simply coincidental
Presentation of information	Information may be presented:

	<ul style="list-style-type: none"> • in appropriate visual forms (e.g. graphs, charts and noticeboards) • verbally or other forms able to be understood and used by stakeholders
Stakeholders	<p>Stakeholders may include:</p> <ul style="list-style-type: none"> • work team members • value stream members • managers
Results of change	<p>The change results may include:</p> <ul style="list-style-type: none"> • an initial improvement followed by a return to previous performance • continued improvement • continued detriment or other variations over time
Improvements	<p>Improvements may:</p> <ul style="list-style-type: none"> • be to operations, process, plant, procedures or practice • include changes to ensure positive benefits are maintained
Sustaining improvement	<p>Improvement may be sustained by including it in:</p> <ul style="list-style-type: none"> • standard procedures and work instructions • standard practice • other relevant documents and practices
Team leader	<p>Team leader may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS407012A Lead a problem solving process to determine and solve root cause

Modification History

New unit, superseding MSACMG712A Lead a problem solving process to determine and solve root cause - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to guide or lead a problem solving process to solve complex and/or unusual problems. The problem solving process will usually involve the use of either real or nominal groups to determine the root cause and propose the solution.

Application of the Unit

This unit will typically be undertaken by managers and/or technical experts who are confronted by a complex problem to which they need to develop a solution. The problem may be related to any area or process within the organisation or in the value stream and may have been formally presented to the individual for consideration or arise as part of other work.

The person may or may not have the required technical expertise for the particular problem, although the problem will require technical expertise to be solved. The problem may be capable of being adequately defined at the beginning of the problem solving activity, or may be progressively defined through continued iterations of the problem solving activity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Recognise complex problem	1.1	Identify a complex issue which needs to be addressed
		1.2	Undertake an initial investigation of the issue
		1.3	Determine initial areas of expertise and data which may be required to analyse the problem
		1.4	Develop an initial definition of the problem
2	Develop problem solving methodology	2.1	Draft a problem solving methodology
		2.2	Develop required approaches and protocols for obtaining required data and information
		2.3	Establish group to assist with problem solving
		2.4	Allocate tasks, responsibilities and reporting arrangements to group
		2.5	Develop arrangements for consultation with required people outside of group
3	Analyse problem	3.1	Apply methodology
		3.2	Obtain data/information
		3.3	Review problem definition
		3.4	Review methodology
		3.5	Obtain additional data/information as required

4	Identify root cause	4.1	Map causal links for the problem
		4.2	Determine indicators of the problem or the problem precursors
		4.3	Identify causes which can be controlled/brought under control
5	Develop a solution	5.1	Develop solutions for controllable causes
		5.2	Determine benefit/cost for proposed solutions
		5.3	Investigate proposed solutions for efficacy
		5.4	Select the best available solution
		5.5	Obtain necessary support and authorisations for proposed solution
6	Check problem is solved and standardised	6.1	Monitor indicators of problem/problem precursor
		6.2	Review problem solution/implementation as required
		6.3	Ensure appropriate solution is standardised

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- cooperating and working with others, both internally and externally to the work group
- researching and collating information from a variety of sources, including non-obvious sources
- analysing and planning in highly varied and/or highly specialised contexts
- quantitative and qualitative data interpretation and application skills
- communicating effectively (both receiving and sending communications)
- applying problem solving methodology, including:

- cross-functional problem solving team
- cross-functional nominal group (virtual team)
- consulting and or brainstorming with members from outside the organisation on some basis
- input from other members of the value stream
- the use of known/proprietary problem solving approaches or some synthesis of methods
- own or commissioned research either in whole or in part
- prioritising possible solutions on benefit/cost basis and value to the customer
- selecting solution and checking efficacy, including checking:
 - the solution breaks the causal tree
 - other causes are not able to cause the problem
 - benefit/cost ratio is acceptable
 - solution can be implemented
 - permanence of solution
- standardising solutions by:
 - checking that implemented solution solves the problem
 - solution can be applied to all relevant standards within the organisation, including:
 - standard operating procedures/work instructions
 - actual work practice
 - maintenance manuals and similar
 - product and/or process specifications

Required knowledge

Required knowledge includes:

- organisational goals, products and processes
- sources of data (actual and possible) within the organisation and the value stream
- understanding of the techniques and methodologies of formal problem solving
- data required for problem solving and alternative/proxy data sources
- benefit/cost analysis

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must
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<p>evidence required to demonstrate competency in this unit</p>	<p>be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • undertake complex problem identification • establish appropriate methodologies, including establishing team responsibilities, to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures within the organisation and the value stream • evaluate implementation of solutions • standardise solutions.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to</p>

	accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull- related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree
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	<p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> the stage of implementation of competitive systems and practices the size of the enterprise the work organisation, culture, regulatory environment and the industry sector
Complex problem	<p>A complex problem may be described as one which has several of the following characteristics:</p> <ul style="list-style-type: none"> requires going into the value stream for data/information is wider than just applying to a single job applies to less common solutions or problems requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as: <ul style="list-style-type: none"> significant specialist knowledge significant specialist skill more theory/understanding of technology or process data is not easily available and may need particular strategies to obtain, such as: <ul style="list-style-type: none"> overcoming resistance from people including employees, customers or suppliers extracting data not regularly reported from SCADA or similar systems the problem and/or proposed solutions require reporting or authorisations from a Board or external authorities, such as licensing or regulatory bodies
<ul style="list-style-type: none"> Problem recognition 	<p>The problem recognition may include:</p> <ul style="list-style-type: none"> an obvious and current complex problem an intractable problem which has been known about and 'lived with' for some time a complex problem which has not been previously recognised <p>The problem may, or may not be capable of complete definition at the start of the problem solving process (so requiring an iterative process)</p>
Group	<p>Problem will be such that it is beyond the scope of an individual to solve and so a group is required. The group</p>

	may be: <ul style="list-style-type: none">• real (i.e. physical or face to face)• nominal (i.e. never meets and may not know who each other is)• or any combination in between
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS408005A Develop the learning processes of the operations organisation

Modification History

New unit, superseding MSACMG805A Develop the learning processes of the manufacturing organisation - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to ensure that knowledge relevant to performance improvement and the meeting of customer requirements is gathered, applied and retained by the organisation and individuals. This unit focuses on the processes in an organisation for extracting learning as it appears, capturing it in a manner which makes it available for future use and applying it to work.

Application of the Unit

The unit is intended for managers and people with a similar sphere of influence and scope of authority and responsibility who are familiar with competitive systems and practices and workplace learning. Where this is not the case *MSS405012A Manage workplace learning* may be completed to supply the necessary skills.

The equivalent team leader unit is *MSS407008A Capture learning from daily activities in a organisation*.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|---|-----|--|
| 1 | Identify processes generating new knowledge | 1.1 | Identify any existing systems for organisational learning |
| | | 1.2 | Encourage the open discussion of current performance and problems |
| | | 1.3 | Facilitate consensus problem solving |
| | | 1.4 | Ensure both qualitative and quantitative knowledge are captured |
| | | 1.5 | Validate findings with relevant managers |
| 2 | Develop knowledge capture and retrieval systems | 2.1 | Obtain required approvals |
| | | 2.2 | Provide useable systems for recording of problems, causes and solutions |
| | | 2.3 | Facilitate the extraction of knowledge from records |
| | | 2.4 | Ensure all project work captures generated knowledge |
| | | 2.5 | Ensure knowledge is in a form able to be applied by the organisation and its personnel |
| | | 2.6 | Develop knowledge storage and retrieval systems |
| | | 2.7 | Monitor knowledge capture system use and suitability |
| 3 | Improve the application of | 3.1 | Ensure knowledge is distributed to and available where needed |

organisational knowledge	3.2	Ensure knowledge system is part of standard procedures and practices
	3.3	Encourage the routine use of the knowledge system
	3.4	Facilitate open discussion of knowledge and knowledge system
	3.5	Identify inhibitors to greater use of knowledge
	3.6	Take actions to improve application of organisational knowledge
	4 Evaluate and improve learning processes	4.1
4.2		Evaluate benefits obtained from knowledge system
4.3		Identify areas where the knowledge system is not being fully utilised
4.4		Identify areas where greater benefits could be obtained from the knowledge system
4.5		Discuss areas of possible improvements with relevant managers and other stakeholders
4.6		Develop consensus improvement plans for the knowledge system
4.7		Obtain required approvals
4.8		Train personnel, as required, to improve use
4.9		Implement improvement plans

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making

- communicating across all levels in an organisation
- preparing reports and recommendations
- implementing knowledge capture systems that cover:
 - existing plant and equipment modifications
 - changes to procedures and operations for information technology (IT) related systems and equipment
 - operations procedure and practice changes
 - new plant, equipment and processes
 - daily problem solving and continuous improvement activities
 - specific improvement events (e.g. kaizen blitz)
 - incident reports
 - reliability/maintenance reports
 - customer feedback
 - feedback from value stream members
- accessing and analysing current performance, including:
 - output indicators
 - input indicators
 - health, safety and environment (HSE) indicators
 - reliability/maintenance indicators
 - continuous improvement indicators
- implementing, monitoring and adjusting improvements to the knowledge system, including:
 - improving integration of knowledge system with other organisation and value stream development processes
 - improving identification of new knowledge
 - improving capture ease and efficiency
 - improving search and application functionality
- analysing performance outside the normal range (good or bad) and assignable cause

Required knowledge

Required knowledge includes:

- competitive systems and practices principles and tools, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping
 - establishing customer pull
 - incremental and breakthrough improvement

- setting of key performance indicators (KPIs)/metrics
- identification and elimination of waste (muda)
- organisational goals strategies, operations and processes
- approval processes within organisation
- cost/benefit analysis methods
- methods of determining the impact of a change
- communication methods and media for a range of audiences
- customer perception of value
- reward systems
- learning and knowledge management systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • review learning process across the organisation • relate learning processes to implementation of competitive systems and practices • identify components of current system that require improvement • develop improvements to current learning system, including setting of system metrics • manage implementation of improvements.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers

	<ul style="list-style-type: none"> case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> demonstration in the workplace workplace projects suitable simulation case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) targeted questioning reports from supervisors, peers and colleagues (third-party reports) portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> lean operations agile operations preventative and predictive maintenance approaches monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA)
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	<p>software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</p> <ul style="list-style-type: none"> • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
HSE	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Problems	Problems may include: <ul style="list-style-type: none"> • non-conformances and other opportunities for improvement
Develop	Develop includes: <ul style="list-style-type: none"> • establishing and improving
Organisational learning	Organisational learning refers to learning intended to be applied across the whole organisation or by specific teams, work areas or individuals

Knowledge forms	<p>Knowledge may be:</p> <ul style="list-style-type: none"> quantified or otherwise modified to make its outcomes measurable or observable as appropriate to the knowledge and its application
Improvements	<p>Improvements may:</p> <ul style="list-style-type: none"> be to process, plant, service, procedures or practice include changes to ensure positive benefits are maintained
Manager	<p>Manager may include:</p> <ul style="list-style-type: none"> any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS408006A Develop and refine systems for continuous improvement in operations

Modification History

New unit, superseding MSACMG806A Develop and refine systems for continuous improvement in manufacturing organisations - Equivalent

Unit Descriptor

This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organisation.

This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Application of the Unit

This unit applies to managers and people with a similar sphere of influence and scope of authority and responsibility and who are familiar with competitive systems and practices, continuous improvement and locking in improvements. Where this is not the case the following units may be completed to supply the necessary skills:

MSS405001A Develop competitive systems and practices for an organisation

MSS405013A Facilitate holistic culture improvement in a operations organisation.

The equivalent team leader level unit is MSS407013A Review continuous improvement processes.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Establish parameters of current internal improvement systems	1.1	Describe organisation systems that impact on continuous improvement
		1.2	Identify current relevant metrics and their values
		1.3	Check that metrics are collected for all improvements
		1.4	Determine yield of current improvement processes
		1.5	Review results of improvements
2	Distinguish breakthrough improvement processes	2.1	Identify all improvements which have occurred over an agreed period of time
		2.2	Distinguish between breakthrough improvements and continuous improvements
		2.3	Determine the timing of breakthrough improvement processes
		2.4	Analyse factors controlling the timing and selection of breakthrough improvements
		2.5	Analyse continuous improvements to identify cases where breakthrough improvements were required
		2.6	Validate findings with process/system owners and obtain

- required approvals
- 2.7 Improve timing/selection of breakthrough improvements
- 2.8 Improve other factors limiting the gains from breakthrough improvements
- 3 Develop continuous improvement practice
 - 3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor
 - 3.2 Ensure all personnel have appropriate capabilities for continuous improvement processes
 - 3.3 Ensure personnel and systems recognise potential breakthrough improvement projects
 - 3.4 Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes
 - 3.5 Check that relevant information flows from improvement changes to all required areas and stakeholders
 - 3.6 Check data collection and metrics analysis capture changes which result from improvement actions
 - 3.7 Check that improvement changes are standardised and sustained
 - 3.8 Check review processes for routine continuous improvements
 - 3.9 Remove or change factors limiting gains from improvements
 - 3.10 Modify systems to ensure appropriate possible changes are referred to other improvement processes
 - 3.11 Institutionalise breakthrough
- 4 Establish parameters of current external improvement
 - 4.1 Review value stream systems that impact on improvement
 - 4.2 Review procedures for deciding improvement

	systems		methodologies
		4.3	Identify current relevant metrics and their values, as appropriate
		4.4	Determine yield of current improvement processes
		4.5	Review results of improvements
5	Explore opportunities for further development of value stream improvement processes	5.1	Review mechanisms for consultation with value stream members
		5.2	Develop mechanisms for further improving joint problem solving
		5.3	Develop mechanisms for increased sharing of organisational knowledge
		5.4	Obtain support and necessary authorisations from process/system owners
		5.5	Capture and standardise improvements
		5.6	Improve factors limiting gains from continuous improvements
6	Review systems for compatibility with improvement strategy	6.1	Review all systems which impact or are impacted on improvements and the improvement system
		6.2	Analyse relationships between improvement systems and other relevant systems
		6.3	Analyse practices caused by and results from the systems
		6.4	Negotiate changes to the systems to improve the outcomes from improvement systems
		6.5	Obtain necessary approvals to implement changes
		6.6	Monitor the implementation of the changes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in highly varied and/or highly specialised contexts
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- analysing current state/situation of the organisation and value stream
- determining and implementing the most appropriate method for capturing value stream improvements
- collecting and interpreting data and qualitative information from a variety of sources
- analysing individually and collectively the implementation of competitive systems and practices tools in the organisation and determining strategies for improved implementation
- relating implementation and use of competitive systems and practices and continuous improvement to customer benefit
- solving highly varied and highly specialised problems related to competitive systems and practices implementation and continuous improvement to root cause
- negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community
- reviewing relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including:
 - key performance indicators (KPIs) for existing processes
 - quality statistics
 - delivery timing and quantity statistics
 - process/equipment reliability ('uptime')
 - incident and non-conformance reports
- implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources

Required knowledge

Required knowledge includes:

- competitive systems and practices tools, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing

- process mapping
- establishing customer pull
- kaizen and kaizen blitz
- setting of KPIs/metrics
- identification and elimination of waste (muda)
- continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organisation and its value stream
- difference between breakthrough improvement and continuous improvement
- organisational goals, processes and structure
- approval processes within organisation
- cost/benefit analysis methods
- methods of determining the impact of a change
- advantages and disadvantages of communication media, methods and formats for different messages and audiences
- customer perception of value
- define, measure, analyse, improve, and control and sustain (DMAIC) process

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organisation
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised wording, if used in the***

performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>Codes of practice/standards</p>	<p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used</p>
<p>Health, safety and environment</p>	<p>All changes implemented are expected to be at least</p>

(HSE)	neutral, or preferably beneficial, in their impact on HSE
Organisation systems	<p>Organisation systems may include:</p> <ul style="list-style-type: none"> • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	<p>Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include:</p> <ul style="list-style-type: none"> • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Improvement process yield	<p>Improvement process yield may be regarded as:</p> <ul style="list-style-type: none"> • the benefit achieved for the effort invested
Breakthrough improvements	<p>Breakthrough improvements include:</p> <ul style="list-style-type: none"> • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	<p>Timing of breakthrough improvements includes:</p> <ul style="list-style-type: none"> • frequency (which should be maximised) and duration (which should be minimised) of events/projects
Continuous improvement	<p>Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorisations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project</p>
Resources for improvement	<p>Resources for improvements include:</p> <ul style="list-style-type: none"> • improvement budget • guidelines for trialling of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes

	<ul style="list-style-type: none"> • forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements • organisation systems to sustain beneficial changes
Capturing value stream improvements	<p>Capturing value stream improvements includes:</p> <ul style="list-style-type: none"> • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalise the raised base line
Systems impacting improvements	<p>Systems which impact/are impacted on improvements and the improvement system include:</p> <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organisational knowledge	<p>Organisational knowledge should:</p> <ul style="list-style-type: none"> • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organisation operations and stakeholders
Improvements	<p>Improvements may:</p> <ul style="list-style-type: none"> • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	<p>Manager may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS408007A Develop problem solving capability of an organisation

Modification History

New unit, superseding MSACMG807A Develop problem solving capability of a manufacturing organisation - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop problem solving skills of individuals within an organisation and as a consequence the problem solving capability of the organisation as a whole. The unit does not supply the skills to undertake formal problem solving on individual problems.

Application of the Unit

This unit is intended for organisation leaders/managers and people with a similar sphere of influence and scope of authority and responsibility. It applies where problem solving is already routine in the organisation and improving individual and organisational problem solving capability has been accepted as part of the organisation's improvement processes.

The unit applies to individuals who are already familiar with formal problem solving processes. Where this is not the case the following units may be completed to supply the necessary skills:

- *MSS402080A Undertake root cause analysis*
- *MSAPMSUP390A Use structured problem solving tools.*

For high level complex problem solving skills refer to *MSS407012A Lead a problem solving process to determine and solve root cause.*

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop an appropriate organisational framework	1.1	Determine or review available problem finding strategies in the organisation
		1.2	Analyse the current selection and application of problem solving tools and gauge effectiveness
		1.3	Determine preferred problem solving strategies for the organisation
		1.4	Determine or review the desired outcomes from use of selected problem solving strategies
		1.5	Review organisational structure to facilitate improvement in problem solving
		1.6	Develop a training strategy to improve problem solving ability
		1.7	Develop reporting framework and guidelines
		1.8	Develop corrective action identification and tracking systems
		1.9	Obtain support from relevant process/system owners for proposed changes
2	Improve problem	2.1	Implement training strategy

solving ability	2.2	Ensure problem solving occurs using groups or teams
	2.3	Provide resources to ensure problem solving occurs
	2.4	Confirm with teams and groups that training and resources deliver capability to solve complex problems
	2.5	Monitor problem solving to determine if improvement in developing problem solving solutions is achieved
	2.6	Provide resources to ensure solutions are implemented
	2.7	Ensure reporting and corrective action tracking occurs
	3 Review problem solving effectiveness	3.1
3.2		Determine benefit/cost from solutions
3.3		Analyse interactions of multiple problems with each other and the organisation
3.4		Review problem solving strategy
3.5		Make improvements to problem solving strategy and approach

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reviewing current operations and procedures to determine if problems are being identified as early as possible
- reviewing current operations and procedures to determine if problems are being defined appropriately
- identifying and quantifying desired outcome from improved problem solving capability, such as:
 - improved customer service and delivery
 - defect elimination
 - capacity improvement

- cost reduction
- safety improvement
- improved complaint resolution
- establishing appropriate reporting arrangements for formal problem solving, including:
 - appropriate metrics (e.g. incident frequency and incident consequences)
 - trigger criteria for conducting problem solving activity
 - problem definition and quantification
 - cause and effect diagrams (or similar)
- solutions identified
- reviewing organisational structure, value stream and customer alignment in order to set performance indicators for organisation problem solving capability

Required knowledge

Required knowledge includes:

- competitive systems and practices principles
- competitive systems and practices at both a strategic and tools level, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping
 - establishing customer pull
 - breakthrough improvement and continuous improvement (kaizen and kaizen blitz)
 - setting of key performance indicators (KPIs)/metrics
 - identification and elimination of waste (muda)
 - six sigma and lean six sigma
- a range of problem solving methodologies, including:
 - cross-functional problem solving team
 - cross-functional nominal group (virtual team)
 - consulting and or brainstorming with members from outside the organisation on some basis
 - input from other members of the value stream
 - the use of known/proprietary problem solving approaches or some synthesis of methods
 - own or commissioned research either in whole or in part
- organisation strategy and vision, value stream and value as defined by the organisation's customers
- corrective action tracking methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse and improve problem finding capabilities of the organisation • improve the problem solving capability of the organisation • set KPIs for organisation problem solving • ongoing review of systems and processes relevant to problem solving • increasing problem solving capability through identification of appropriate strategies, including where required, identifying: <ul style="list-style-type: none"> • training needs in problem finding and solving • changes in organisational structure, decision making and processes • appropriate metrics • need for outside assistance.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a</p>

	<p>combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>Guidance information for assessment</p>	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six
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	<p>sigma and three sigma</p> <ul style="list-style-type: none"> • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
Health, safety and environment (HSE)	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Organisational structure	<p>A review of organisational structure may include:</p> <ul style="list-style-type: none"> • operational and support functions and departments • links with value stream members • super-users and facilitators • roles and responsibilities with regard to problem solving • plans to broaden the users of problem solving approach • plans to improve the problem solving performance of personnel
Problem finding strategies	Problem finding strategies are the strategies used to identify:

	<ul style="list-style-type: none"> • problems before they become obvious or cause significant non-conformance or risk • situations not initially considered a problem but which may be hindering greater performance • strategies for finding opportunities for improvement
Complex problem	<p>A complex problem may be described as one which has several of the following characteristics:</p> <ul style="list-style-type: none"> • requires going into the extended value stream for data/information • is wider than just applying to a single job • applies to less common solutions or problems • requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as: <ul style="list-style-type: none"> • significant specialist knowledge • significant specialist skill • more theory/understanding of technology or process • data is not easily available and may need particular strategies to obtain, such as: <ul style="list-style-type: none"> • overcoming resistance from people, including employees, customers or suppliers • extracting data not regularly reported from SCADA or similar systems • the problem and/or proposed solutions require reporting or authorisations from a Board or external authorities, such as licensing or regulatory bodies
Effective solutions	<p>Effective solutions will:</p> <ul style="list-style-type: none"> • prevent recurrence • be within the control/ability of the organisation to implement • meet organisation goals and objectives
Required resources	<p>Required resources may include:</p> <ul style="list-style-type: none"> • plant • data processing equipment • measuring and diagnostic equipment • materials (e.g. raw materials, components, work in progress, other consumables, paper and forms in electronic or hard format) • energy (e.g. heating, cooling, fuel and power) • appropriately skilled people as employees and in the

	value stream <ul style="list-style-type: none">• finances• feedback/visual operations resources• measuring equipment
Manager	Manager may include: <ul style="list-style-type: none">• any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

PMAOHS310B Investigate incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency unit refers to the investigation of incidents that occurred at the workplace. These incidents can vary from large to small, completely internal or partially externally coordinated. They include, but are not limited to, all types of emergencies, fires, OHS and/or environmental incidents.
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Application of the Unit

Application of the unit	<p>In a typical scenario, minor incidents which are subject to internal investigation will be conducted by the plant operator/technician, and for a more major investigation, or one subject to external investigation, he/she will assist with the investigation and/or undertake identified parts of the investigation.</p> <p>The exact definition of the scope of responsibility will depend on company policy, as will the level of the person undertaking these investigations. These investigations will be in accordance with company procedures for such investigations which will be consistent with any relevant regulations.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and review emergency situation	1.1.Undertake site inspections of incident scene 1.2.Communicate with relevant personnel regarding specific aspects of the emergency situation 1.3.Monitor corrective action procedures 1.4.Communicate changes to the situation to appropriate personnel.
2. Record investigation process and results as appropriate	2.1.Establish and secure boundaries of the incident scene to prevent contamination of prospective evidence/exhibits 2.2.Identify and interview persons relevant to the incident 2.3.Identify and record evidence/exhibits at the scene prior to examination to ensure continuity 2.4.Assess relevant information, documentation and evidence/exhibits 2.5.Determine point of origin and most likely cause of incident of the emergency 2.6.Determine risk factors affecting the emergency 2.7.Identify and analyse a range of other possible causes 2.8.Identify and utilise support services to investigate the incident scene 2.9.Process, record and communicate information/evidence/exhibits, forms and documents to appropriate personnel following enterprise policies and procedures.
3. Make suggestions to	3.1.Identify and assess tactical factors and resulting priorities

ELEMENT	PERFORMANCE CRITERIA
improve handling of emergency situation	<p>occurring during the emergency</p> <p>3.2. Formulate appropriate suggestions to improve handling of similar emergency situation based upon information available</p> <p>3.3. Identify obvious problems in related plant area and make an appropriate contribution to their solution.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes the ability to apply and describe or explain:

- factors affecting fire behaviour
- characteristics of fire and fuel types
- security of an incident scene
- examination of an incident scene
- collection of physical evidence
- workplace documentation and recording systems
- use of personal protective equipment
- liaison techniques with third parties
- workplace procedures and work instructions
- company policies regarding health and safety and environment
- hazard identification, assessment and control of risk
- basic risk assessment of workplace jobs/tasks
- environmental impacts likely to arise from activities
- measures for eliminating and/or reducing impacts on the environment.

Required knowledge

Knowledge and underpinning skills are required in:

- communication (listening, questioning) and negotiation in questioning witnesses
- analytical and decision making skills
- problem solving skills in responding to a range of emergency situations
- exhibit handling and preserving continuity of evidence
- witness management, in particular demonstration of ethical behaviour and cultural awareness.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge and understanding of the investigation of incidents sufficient to recognise and assess causes of emergency situations and then to determine improvements to the actual response within the scope and level of the IR responsibilities and competencies.

A demonstrated working knowledge and application of the company-specific work organisations and workflow would be highly regarded. An ability to coordinate own work and the work of other team members is also regarded as a component of this unit of competency.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action within the scope and level of their

EVIDENCE GUIDE	
	<p>responsibilities and competencies.</p> <p>Consistent performance should be demonstrated. In particular look to see that wherever possible:</p> <ul style="list-style-type: none"> • the scene is secure and evidence is preserved • evidence is collected in accordance with legislative requirements • point of origin and most likely cause of incident is determined • a range of other possible causes can be identified and analysed • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution • emergency reporting procedures are understood and followed. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and extreme situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities (eg HAZOP) and similar sources.</p>
Context of and specific resources for assessment	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.</p>
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p>

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>Job safety and environment analysis will be conducted in accordance with required company procedures and policies.</p> <p>This competency covers process manufacturing plants which may involve workplace hazards such as:</p> <ul style="list-style-type: none"> • chemicals and hazardous materials • gases and liquids under pressure • moving machinery • materials handling • working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours.
Incidents/emergencies	<p>Incidents/emergencies may include, but are not limited to:</p> <ul style="list-style-type: none"> • accidents • fire • chemical or oil spills • gas leak or vapour emission • utilities failure • bomb scares • OHS incidents • environmental incidents.
Enterprise policies and procedures	<p>Enterprise policies and procedures include those which directly or indirectly cover emergency situations, such as:</p> <ul style="list-style-type: none"> • emergency, fire and accident procedures • hazard policies and procedures • standard operating procedures (SOPs) • safety procedures • work instructions • personal protective clothing and equipment procedures.
Evidence gained	<p>Evidence gained as a result of investigations may include:</p> <ul style="list-style-type: none"> • video tapes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • audio tapes • drawings • photographs • plans • manifests • relevant documents • personal notes • physical evidence/materials • debris • soil.
Support services	<p>Support services may include incident scene specialists:</p> <ul style="list-style-type: none"> • pathologists • forensic investigators • coroner • government medical officers • interpreters • technical services • legal officers • undertakers • forensic accountants • information technology consultants • document examiners • handwriting experts • financial organisations • external law enforcement agencies.
Interview strategies	<p>Interview strategies may vary but require consideration of:</p> <ul style="list-style-type: none"> • location • timing • method (direct questioning, empathetic questioning) • strategies for developing rapport • who is being interviewed • exclusion of leading questions • avoidance of cross-examination.
Legal and policy requirements	<p>Legal and policy requirements differ according to the status of the person being interviewed. Such requirements may include:</p> <ul style="list-style-type: none"> • the presence of a solicitor, independent person, family member or interpreter • special consideration that applies disabled, child, parent, age, gender, ethnicity and race.

RANGE STATEMENT	
Post investigation documentation	<p>Post investigation documentation may include:</p> <ul style="list-style-type: none"> • statements • proformas • photographs • tape recordings.
Designated personnel	<p>Designated personnel for incident investigation referrals may include:</p> <ul style="list-style-type: none"> • employer • personnel directly involved in responding to the incident, including: <ul style="list-style-type: none"> • first response personnel • emergency response team members • emergency team leader(s) • First Aid officers • other personnel with emergency team leader responsibilities.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Support/generic
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS101C Read dials and indicators

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers making (or taking) readings/measurements in a variety of sites and locations, using common types of plant instrumentation. It also covers recording measurement results in a prescribed format, according to procedures and with the appropriate level of detail included in all reports.
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Application of the Unit

Application of the unit	In a typical scenario an operator patrols the plant taking a range of readings to complete logs and check on the operation of the plant. The operator needs to interpret the display on the instrument and record the appropriate reading. As part of this process, they check that the instrument is within calibration (where appropriate) and make a judgement as to whether the reading is 'reasonable' or whether some action needs to be taken.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to controlling hazards in work area.	1.1. Identify hazards in work area 1.2. Take appropriate action to control risks according to procedures.
2. Identify appropriate measuring device readings.	2.1. Explain the need for calibration and where appropriate, confirm the calibration of the measuring device 2.2. Select appropriate units on the measuring device 2.3. Select appropriate scale(s) on the measuring device.
3. Perform measurements.	3.1. Identify the range of results that could be obtained 3.2. Identify and take account of relevant external factors 3.3. Perform measurements using appropriate techniques 3.4. Identify measurements outside the range of expected results 3.5. Take action on measurements outside expected range according to procedures.
4. Record results	4.1. Record readings accurately in the appropriate format 4.2. Record the results to the appropriate level of detail.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<ul style="list-style-type: none"> efficient and effective operation of plant/equipment

REQUIRED SKILLS AND KNOWLEDGE

- hazard analysis
- completing plant records
- communication
- problem solving.

Required knowledge

- basic units of measurement
- measuring devices, including gauges, dip-sticks, thermometers and the like
- graphs and scales
- workplace Standard Operating Procedures (SOPs) related to this competency
- typical problems with measuring equipment applicable to this competency
- procedures for reporting or dealing with typical equipment problems and threats to safety.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise situations requiring action and then in implementing appropriate corrective action. While it is not expected that the operator will understand the full implications of readings outside the normal range, there should be awareness of the safety implications

EVIDENCE GUIDE	
	<p>and the appropriate priority for response for such readings.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • readings which are out of range or unusual/unexpected signs of problems or potential problems with the equipment/processes are recognised • appropriate action is taken in a timely manner • hazards are recognised and appropriate action is taken to control risks arising from such hazards. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus, with a walk-through forming part of the response. The assessment activities should include responding to a range of problems.</p>
Context of and specific resources for assessment	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.</p>
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p> <p>It may be appropriate to assess this unit concurrently with units related to HSE.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p>

Range Statement

RANGE STATEMENT
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in</p>

RANGE STATEMENT	
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.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit applies to reading process instrumentation in any plant or related situation. Readings may need to be made at heights, in wet or restricted conditions, or close to hot or moving equipment.
Dials and indicators	Typical dials and indicators include (select relevant items): <ul style="list-style-type: none"> • analogue dials, such as: <ul style="list-style-type: none"> • pressure gauge • rev counter • temperature dial • digital readouts, such as: <ul style="list-style-type: none"> • pH meter • temperature probe • ammeter • flow meter • weigh scales.
Calibration checks	Calibration checks could include: <ul style="list-style-type: none"> • checking the date that the next calibration is required, eg weigh scale, pressure gauge • using a calibration button on the instrument, eg zero button on an ammeter, calibration button on an electronic meter.
Appropriate action	Appropriate action includes: <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria

RANGE STATEMENT

	and HSE requirements, the HSE requirements take precedence.
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Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS105C Select and prepare materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the selection and preparation of materials for use in production processes. The focus of this unit is finding and delivering the right materials to the process in the right condition. Along the way, some minor preparation may be required.
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Application of the Unit

Application of the unit	<p>A typical application of this competency could be an operator preparing a range of chemicals or other substances for use in a batch process. The operator would visually inspect each item for deterioration or damage, and follow procedures to prepare materials. Once prepared, the operator would then assemble the materials for supply to production areas.</p> <p>This unit only covers those situations where mixing, grinding, testing, etc, are an incidental part of the process of preparing materials for use in production. It does not cover those situations where the primary function is mixing, grinding, testing, etc. Instead see:</p> <ul style="list-style-type: none"> • <i>PMAOPS202A Operate fluid mixing equipment</i> • <i>PMCOPS203A Operate grinding equipment</i> <p>The operator requires a knowledge of classes of compatible and incompatible chemicals, as well as an understanding of HAZCHEM symbols and codes, and hazardous substances regulations. This includes the procedures for safe handling and storage of chemicals and hazardous substances. The operator also needs to be able to follow procedures for disposal of chemicals and other hazardous substances, and for dealing with spills or other containment issues.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and locate materials.	1.1. Identify material requirements correctly from documentation 1.2. Identify type, quantity and quality of materials 1.3. Identify material hazards and handling procedures 1.4. Locate and check materials to procedures 1.5. Confirm availability of required quantity of materials 1.6. Record and report material shortages.
2. Contribute to controlling hazards.	2.1. Identify other hazards in work area 2.2. Take action to control material hazards as per documentation 2.3. Take appropriate action to control other hazards in the workplace.
3. Measure quantity of materials	3.1. Identify types of measuring equipment and their purpose, and select according to requirements 3.2. Measure and assemble required quantities 3.3. Check material quantities against documentation 3.4. Document and label materials

ELEMENT	PERFORMANCE CRITERIA
	3.5. Deliver materials to correct location.
4. Prepare materials as required.	4.1. Check that hoppers, bins and holding tanks are free from contamination 4.2. Identify classes of compatible and incompatible chemicals 4.3. Prepare materials to procedures.
5. Store assembled materials.	5.1. Identify the storage conditions required for the main classes of chemicals 5.2. Identify materials that have special storage requirements 5.3. Store and supply materials.
6. Dispose of waste materials.	6.1. Correctly identify waste materials 6.2. Dispose of materials to procedures and OHS and environmental requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<ul style="list-style-type: none"> • efficient and effective operation of plant/equipment • hazard analysis • completing plant records • communication • problem solving.
Required knowledge
<ul style="list-style-type: none"> • classes of compatible and incompatible chemicals • types of materials in plant and their storage requirements • other special storage requirements • basic measurement procedures • routes of entry of chemicals to the body (basic only) • procedures for safe handling and storage of chemicals and hazardous substances • correct selection, use and maintenance of required PPE • labeling requirements (dangerous goods codes, classification numbers, packaging group numbers) • HAZCHEM symbols and codes • hazardous substances regulations

REQUIRED SKILLS AND KNOWLEDGE

- spill containment and disposal procedures
- workplace Standard Operating Procedures (SOPs) related to this competency
- environmental requirements related to waste disposal
- workplace processes sufficient to recognise non-standard situations
- workplace hazards and methods of controlling hazards according to procedures
- procedures for reporting or dealing with non-standard or hazardous situations
- materials safety data sheets (MSDSs).

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 the Training Package.

<p>Overview of assessment</p>	<p>Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which could include disruptions to normal, smooth operation.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • all operations are performed to procedures and OHS and environmental requirements • signs of problems or potential problems with the equipment/processes are recognised • appropriate action is taken in a timely manner • hazards are recognised and appropriate action is taken to control risks arising from such hazards. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus, with a walk-through forming part of the response. The assessment activities should include responding to a range of problems.</p>
<p>Context of and specific resources</p>	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method</p>

EVIDENCE GUIDE	
for assessment	of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. It may be appropriate to assess this unit concurrently with HSE units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Tasks	This competency is typically performed by operators, weighers, mixers or stores personnel, and includes the following tasks (select relevant items): <ul style="list-style-type: none"> • handling raw chemicals • storing raw chemicals • pre-production assembling and labelling of materials • pre-production inspection of materials, usually involving visual inspections only for identification of deterioration or damage • pre-production measuring of materials, by weight, volume or density • disposal of waste materials • identifying and reporting hazards, safety and other issues that could

RANGE STATEMENT	
	affect the operation of the plant.
Materials preparation	<p>Typical examples of preparation required might include (select relevant items):</p> <ul style="list-style-type: none"> • warming to melt waxy materials • breaking up solid materials into pieces or smaller lumps • passing materials through an in-line delumper • blending a powder or liquid into a solution prior to use in the process • blending powders prior to production • dilution of solutions • preparation of a solution for dosing into a process.
Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> • buckets • stirring paddle • propeller or drum mixers • delumpers • hammers or axes • measuring equipment including scales, flow meters and graduated vessels • personal protective equipment
Documentation	<p>Documentation may include:</p> <ul style="list-style-type: none"> • materials safety data sheets (MSDSs) • enterprise procedures • labelling requirements (dangerous goods codes, classification numbers, packaging group numbers) • HAZCHEM symbols and codes • spill containment and disposal procedures.
Materials	<p>Materials may include:</p> <ul style="list-style-type: none"> • raw materials • packaging materials • consumables.
Problems	<ul style="list-style-type: none"> • Typical problems are restricted to responding in a routine, predetermined manner as specified in the procedures. • All operations are performed to procedures.
Procedures	<p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> • all work instructions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
MSDS	An operator is expected to be aware of an MSDS, its general structure and where to find the methods of use, cautions and actions in an emergency. They are not expected to understand the full text of an MSDS.
Material hazards and handling procedures	<p>Material hazards and handling procedures may be identified from label</p> <ul style="list-style-type: none"> • HAZCHEM symbol • MSDS • other relevant source.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS201B Operate fluid flow equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the operation of the range of pumps and valves typically encountered in the fluid flow system of a processing plant. It includes identifying, operating, monitoring and troubleshooting these items.
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Application of the Unit

Application of the unit	<p>In a typical scenario, an operator uses a number of general purpose pumps, piping and valves to move liquids from a storage tank area into the processing plant and products to the finished goods tanks. The operator utilises in-line mixers, strainers and filters, valves, controls and meters to complete this work.</p> <p>The operator would:</p> <ul style="list-style-type: none"> • identify and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the equipment • operate, monitor and maintain equipment using relevant procedures. <p>Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team.</p> <p>This unit does not require the operation of a central control panel.</p> <p>This competency covers all general duty pumps, their associated drivers (motors) and valves. It does not cover special duty pumps (eg hydrocarbon transmission pumps), drivers which incorporate ancillaries and valves which are used for high pressure/flow situations (see <i>PMAOPS221 Operate and monitor prime movers</i>, <i>PMAOPS222B Operate and monitor pumping systems and equipment</i> and <i>PMAOPS223B Operate and monitor valve systems</i>).</p> <p>Competence in this unit (<i>PMAOPS201B Operate fluid flow equipment</i>) would preclude counting <i>PMAOPS223B Operate and monitor valve systems</i> towards a qualification.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Operate pumps.	2.1. Identify the type of pump 2.2. Start up and shut down pump as required 2.3. Adjust flow and head/pressure as appropriate to type of pump 2.4. Complete routine checks and reports taking action as required 2.5. Change over pumps as required.
3. Operate pump drivers.	3.1. Monitor critical variables such as amps, temperature and vibration

ELEMENT	PERFORMANCE CRITERIA
	3.2.Keep critical variables in range 3.3.Recognise trends/patterns which indicate a potential or actual problem with the pump driver 3.4.Take action to ensure driver as required.
4. Operate valves.	4.1.Identify the type of valve 4.2.Operate valve in a manner appropriate to the valve type 4.3.Complete routine checks and reports, taking action as required.
5. Respond to fluid system problems.	5.1.Monitor fluid flow system frequently and critically throughout shift using measured/indicated data and senses (sight, hearing, etc) as appropriate 5.2.Recognise issues requiring action 5.3.Take appropriate action.
6. Isolate and de-isolate pump.	6.1.Isolate equipment 6.2.Make safe for required work 6.3.Check plant is ready to be returned to service 6.4.Prepare plant for return to service .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<ul style="list-style-type: none"> • efficient and effective operation of plant/equipment • hazard analysis • completing plant records • communication • problem solving.
Required knowledge
<p>Competence includes an understanding of the fluid flow system and its integral equipment to a level needed to control the system, and recognise and resolve operational problems. In particular it includes a knowledge of:</p> <ul style="list-style-type: none"> • principles of operation of plant/equipment • physics and chemistry relevant to the process unit • process parameters and limits eg temperature, pressure, flow, pH

REQUIRED SKILLS AND KNOWLEDGE

- duty of care obligations
- hierarchy of control
- communication protocols eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the fluid flow system and the function of each
- correct methods of starting, stopping, operating and controlling flow
- causes of head loss in piping systems (including comparison of fittings using Le/d concept, fluid and pipe material properties, flow geometry, etc)
- corrective action appropriate to the problem cause
- function and troubleshooting of major internal components and their problems (such as impellers, seals or bearings)
- types and causes of fluid flow problems within operator's scope of skill level and responsibility.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant

EVIDENCE GUIDE	
	(during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. Consider co-assessment with units covering:</p> <ul style="list-style-type: none"> • measurements and readings • housekeeping • communication.

EVIDENCE GUIDE	
	<p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>MSAPMOHS200A Work safely.</i> <p>The assessment should cover at least one type of centrifugal pump and one type of positive displacement pump, as well as at least two different types of valves for the operator to be regarded as competent.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p>

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.</p>	
Codes of practice/ standards	<p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.</p>
Context	<p>This competency is typically performed by all operators. It includes items of equipment such as:</p> <ul style="list-style-type: none"> • pumps, including various types of centrifugal, positive displacement, acid egg • valves, such as globe, needle, gate, butterfly, plug cock, wedge plug, ball cock, non-return, diaphragm, pneumatic globe, pneumatic butterfly • piping systems and components, including bends and elbows, tee pieces, expansion mechanisms, pipe joints, reducers, nipples, orifices, in-line mixers, filters and strainers, flexible hoses and couplings • shaft seals, such as stuffing boxes, mechanical seals, fluid seals, labyrinth seals. <p>The effect of pipe fittings on pump performance and problems/problem analysis is also included.</p>

RANGE STATEMENT	
	All operations are performed to procedures.
Problems	<p>Typical problems include:</p> <ul style="list-style-type: none"> • cavitation • seal leaks • head loss/low flow • bearing problems.
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	<p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Start up shut down as required	<p>Start up shut down as required includes:</p> <ul style="list-style-type: none"> • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold, empty • all other conditions experienced on the plant. • ie from any condition to any condition experienced on the plant.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS204B Use utilities and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the use of a range of utilities and services in the plant. It includes the selection of the appropriate utility/service from those provided to the plant and recognizing and responding to operational problems as required.
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Application of the Unit

Application of the unit	<p>In a typical scenario an operator will be able to identify and select utilities and services used on a day to day basis. These will be provided to a process plant and will consist of instrument and plant air, nitrogen, plant water, steam, flushing oil and other utilities/ services required for a particular process. The operator uses these utilities/services as required. The correct use and application of these substances is essential to plant and operator safety and the continued performance of the process.</p> <p>Generally the operations technician would be part of a team during start-up and shutdown procedures and may be expected to be capable of performing all parts of this unit, but only for those utilities/services required by their plant. At all times they would be liaising and cooperating with other members of the team.</p> <p>This unit does not cover the provision or generation of utilities or services which are covered by:</p> <ul style="list-style-type: none"> • <i>PMAOPS224B Provide fluids for utilities and support, OR</i> • <i>UTPNEG162A Operate and monitor boiler steam/water cycle.</i>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Select and use utilities and services.	2.1. Identify utilities and services available in the plant 2.2. Identify key properties, applications and limitations of each utility and service 2.3. Select appropriate utility/service for the required duty 2.4. Use selected utility/service to procedures.
3. Respond to problems.	3.1. Monitor use of utility/service frequently and critically throughout shift using measured/indicated data and senses (sight, hearing, etc) as appropriate. 3.2. Recognise operational problems 3.3. Analyse cause of operational problems within scope of skill level 3.4. Take timely and appropriate action to solve operational problems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- efficient and effective operation of plant/equipment
- hazard analysis
- completing plant records
- communication
- problem solving.

Ability to isolate the causes of problems to an item of equipment within the production system and to distinguish between causes of problems/alarm/fault indications such as:

- instrument failure/malfunction
- electrical failure/malfunction
- mechanical failure/malfunction
- variations in product parameters (temperature, flows, pressure and levels).

Required knowledge

Understanding of service utilities which form part of the utilities system. In particular it includes a knowledge of:

- names and functions of all items on a schematic of the utilities system
- differences in use and methods between each service and utility
- hazards in operation of services
- differences between grades/types of services, eg grades of steam, air and nitrogen
- physics and chemistry relevant to the utility and its use
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling utility
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems, such as steam traps, lubricators, moisture pots
- types and causes of utility problems within operator's scope of skill level and responsibility.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation.</p> <p>Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life-threatening situations, simulation may be used for the bulk of the training.</p> <p>This unit of competency requires an application of the knowledge contained in the use of the equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and

EVIDENCE GUIDE	
	<p>analysed and the most likely cause determined</p> <ul style="list-style-type: none"> • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>
Context of and specific resources for assessment	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.</p>
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p> <p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>MSAPMOHS200A Work safely.</i>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the communication ability, language and literacy capacity of the assessee and the work being performed.</p>

Range Statement

RANGE STATEMENT
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in</p>

RANGE STATEMENT	
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 if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Service utilities	This unit of competency includes all service utilities which form part of the utility system. For your plant this may include (select relevant items): <ul style="list-style-type: none"> • steam - saturated, superheated • air - process, instrument, breathable • water - cooling, boiler feed, plant, waste • inert atmosphere - nitrogen, carbon dioxide • flushing oil.
Problems	Typical problems for your plant may include: <ul style="list-style-type: none"> • non-supply of products and elements • variation in product and element feed rates • variations in temperature, pressure and flow • blockages or leakage.
Appropriate action	Appropriate action includes: <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Health, safety	All operations to which this unit applies are subject to stringent health,

RANGE STATEMENT

and environment (HSE)	safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.
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Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS205B Operate heat exchangers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency is typically performed by an operator and covers the operation of heat exchangers, including heat exchangers that form part of a heating, cooling or refrigeration system, and solving of heat exchanger problems.
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Application of the Unit

Application of the unit	<p>In this competency, an operator would typically start up and shut down heat exchangers in accordance with procedures, and make adjustments to flow rate, temperature and pressure, depending on the type of heat exchanger.</p> <p>Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team.</p> <p>This competency does not cover super heaters or waste heat boilers, which are treated as part of steam generating equipment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Operate heat exchangers.	2.1. Identify the type of heat exchanger 2.2. Start up and shut down heat exchanger according to the heat exchanger type and duty 2.3. Adjust flow rates, temperatures and pressure as appropriate to type of heat exchanger 2.4. Complete routine checks, logs and paperwork, taking action on unexpected readings and trends.
3. Isolate and de-isolate plant.	3.1. Isolate plant 3.2. Make safe for required work 3.3. Check plant is ready to be returned to service 3.4. Prepare plant for return to service.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<ul style="list-style-type: none"> efficient and effective operation of plant/equipment hazard analysis completing plant records

REQUIRED SKILLS AND KNOWLEDGE

- communication
- problem solving.

Operation of heat exchanger and the ability to recognise and resolve operational problems. This could include any of the following remedial actions:

- making adjustments
- carrying out minor maintenance
- identifying and reporting problems outside operator's scope of responsibility
- identifying and controlling hazards related to heat exchangers and their integral equipment, including pressure vessels.

Required knowledge

Comprehensive understanding of heat exchanger principles to a level needed to control the operation. In particular, the operator needs to understand the factors affecting efficient operation of a heat exchanger in order to make appropriate adjustments or recognise when maintenance is required. These also includes a knowledge of:

- all items on a schematic of the heat exchanger system and the function of each
- principles of operation of heat exchangers
- correct methods of starting, operating and shutting down heat exchangers
- issues related to pressure vessels (regulations, requirements)
- physics and chemistry relevant to the process unit
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- causes of head loss and change in heat transfer coefficient/rates
- corrective action appropriate to the problem cause
- function and troubleshooting of major internal components and their problems, such as tubes and baffles.

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 the Training Package.

EVIDENCE GUIDE	
Overview of assessment	<p>Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.</p> <p>Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.</p> <p>This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>
Context of and specific resources for assessment	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of</p>

EVIDENCE GUIDE	
	scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. For many plants, it might be appropriate for this unit to be assessed with units covering:</p> <ul style="list-style-type: none"> • fluid flow • utilities and services • communication. <p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>MSAPMOHS200A Work safely.</i>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This competency includes all types of heat exchangers such as:</p> <ul style="list-style-type: none"> • plate • Utube • spiral • bayonet • air cooled fin • shell and tube (all variants of design) • scraped surface

RANGE STATEMENT	
	<ul style="list-style-type: none"> vessel jackets/coils. <p>This competency does not cover super heaters or waste heat boilers, as these are treated as part of steam generating equipment.</p>
Heat exchanger duties	<p>Heat exchanger duties include:</p> <ul style="list-style-type: none"> heating cooling cryogenic reboilers condensers gas dryers gas coolers refrigeration (evaporators/condensers).
Problems	<p>Typical problems include:</p> <ul style="list-style-type: none"> damage to heat exchanger due to overheating and/or under/over pressurising factors that affect heat exchanger efficiency (scale build-up, fouling, internal leakage, air lock, turbulence, corrosion) leakage or gasket problems recognising when maintenance is required.
Start up shut down as required	<p>Start up shut down as required includes:</p> <ul style="list-style-type: none"> start up and shut down to/from normal operating conditions start up and shut down to/from isolated, cold, empty all other conditions experienced on the plant. <p>ie from any condition to any condition experienced on the plant.</p>
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> determining problems needing action determining possible fault causes rectifying problem using appropriate solution within area of responsibility following through items initiated until final resolution has occurred reporting problems outside area of responsibility to designated person.
Procedures	<p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> all work instructions standard operating procedures formulas/recipes

RANGE STATEMENT

	<ul style="list-style-type: none"> • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	
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PMAOPS216B Operate local control system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the operation of a local control panel. These controllers use simple control algorithms and only a limited number of control loops. Typically it will be located on the plant, but may also be located off plant and include simple panels in a control room which are not part of the main control panel.
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Application of the Unit

Application of the unit	<p>In a typical scenario, the operator will use the local control panel to monitor and control process variables such as temperature or pressure and the operation of valves and pumps to add raw materials, additives, and discharge product. Routine start up and shut down of the equipment using the local control system is expected, as is emergency response and shut down. This includes but is not restricted to PLC control.</p> <p>This includes an understanding of the process and all OHS requirements including emergency situations.</p> <p>The unit does not apply to operating a control panel for an integrated plant, where the control is from a separate control room or control system, which is covered by PMAOPS305B Operate process control systems. The plant technician would:</p> <ul style="list-style-type: none"> • be aware of and contribute to a safe working environment • identify and report operational problems to their supervisor / control room operator • execute all routine activities, including process monitoring, start up, shut down and adjustments, in accordance with position description. <p>Generally the operator would operate independently in the plant. The operator would be expected to be capable of performing all parts of this unit. At all times they would be liaising and cooperating with other members of the team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Interface with the control panel	2.1. Monitor the process using the operator interfaces and keep appropriate personnel informed on developments 2.2. Select appropriate controller modes to ensure the effective control of the process 2.3. Undertake required set point/output changes to optimise plant and process requirements 2.4. Access historical data and information 2.5. Acknowledge messages and alarms.
3. Control the process using the local control system	3.1. Obtain relevant data and information from the control system by applying systems knowledge

ELEMENT	PERFORMANCE CRITERIA
	<p>3.2. Identify the status of individual pieces of equipment from the control panel and use information to identify potential faults</p> <p>3.3. Interpret alarms and prioritise steps to ensure control of system is maintained</p> <p>3.4. Minimise fluctuations and variations in process through the interpretation of existing trends and control schematics</p> <p>3.5. Make required set point/output changes to meet plant and process requirements</p> <p>3.6. Take other appropriate action as required</p> <p>3.7. Record process variations/irregularities in accordance with procedures.</p>
<p>4. Facilitate planned and unplanned process start-ups and shutdowns</p>	<p>4.1. Respond to all alarms and take appropriate action</p> <p>4.2. Maintain coordination with all outside services and operations in order to assist in the correct identification and reporting of faults</p> <p>4.3. Conduct planned start-up and shutdown processes to procedures</p> <p>4.4. Conduct unplanned start-up and shutdown processes to procedures</p> <p>4.5. Communicate with all operational areas and personnel affected by unplanned events to ensure safety is maintained during the process</p> <p>4.6. Implement all required and stated emergency responses and ensure the outcomes of these responses are communicated to all affected areas</p> <p>4.7. Log all required information for further action to provide a historical record of all events.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes the ability to distinguish between causes of problems/alarms/fault indications such as:

REQUIRED SKILLS AND KNOWLEDGE

- instrument failure/malfunction
- electrical failure/malfunction
- mechanical failure/malfunction
- equipment design deficiencies
- product parameters (temperature, flows, pressure and levels).
- An ability to communicate with other work groups and personnel during the operation and monitoring of this equipment is considered an essential element of this unit of competency.

Required knowledge

Competence includes an understanding of underpinning knowledge. Demonstration of competence in this unit must include knowledge of:

- all items on a schematic of the controller and the function of each
- principles of operation and location of the process/production equipment
- specific plant process operations
- product specifications and tolerances
- systems operating parameters
- basis of control for the process
- emergency shutdown procedures
- process specific physics, chemistry and mathematics
- process drawings, eg P&ID, PFD, cause and effect
- instrumentation and control systems, eg relevant primary sensing devices, final control elements, transducers/transmitters
- simple control loops, including PID control, set points, controlled variable, indicated variable
- effective communication techniques.

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 the Training Package.

Overview of assessment

Assessment for this unit of competency will be on a local control system. Assessment of this unit should demonstrate competence on actual plant and equipment in a work environment. The unit will be assessed in as

EVIDENCE GUIDE	
	<p>holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation.</p> <p>Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual process control system and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems.</p> <p>This unit of competency requires a significant body of knowledge, which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate responses. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and</p>

EVIDENCE GUIDE	
	similar sources.
Context of and specific resources for assessment	Assessment will require access to a process control system over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions, which will be used to probe the reasoning behind the observable actions.
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. Consider co-assessment with appropriate operations competencies for the unit of plant.</p> <p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>MSAOHS200A Work safely</i>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This unit of competency includes all such items of equipment and unit operations, which form part of the production/processing system. For your local control system this may include (select relevant items):</p> <ul style="list-style-type: none"> • plant items requiring only simple control

RANGE STATEMENT	
	<ul style="list-style-type: none"> • programmable logic controllers (PLCs) • hard wired control and alarm panels • analogue control systems • personal computers • printers • fire and gas detection/protection systems • emergency shutdown systems • communications systems. <p>Typical problems for your plant may include:</p> <ul style="list-style-type: none"> • variation/loss of feed • unstable control of pressure, temperature level and flows • control equipment failure • process plant trips • change in atmospheric conditions (rain, temperature, wind, lightning) • emergency situations • loss of power/utilities.
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS222B Operate and monitor pumping systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario a prime mover is used to drive a complete pumping system including pumps and ancillary equipment (eg, vibration monitors, lubrication pumps and equipment, gear boxes and barring gear). The pumps covered by this unit typically are used for hydrocarbon transmission lines.
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Application of the Unit

Application of the unit	<p>The operations technician would:</p> <ul style="list-style-type: none"> • identify and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the pump • monitor, shut down and start up pump and ancillary equipment using relevant procedures. <p>This unit only applies to pumping systems and equipment which are driven by prime movers and does not include systems with close coupled motors (see <i>PMAOPS201B Operate fluid flow equipment</i>).</p> <p>This unit includes starting up/shutting down the system and monitoring the performance of the equipment including responding to the requirements of emergency situations</p> <p>Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Prepare equipment for operation	2.1. Check operation and function of pump and driver by applying principles of operation and procedures 2.2. Check the operational area to ensure that any potential hazards which may affect the operation of the equipment are removed 2.3. Conduct pre-start-up checks on the driver and pump to ensure that all nominated operational valves are correctly sequenced before commencing pumping operations, and that all safety requirements are met.
3. Start up/shut down pump.	3.1. Commission pump protection devices and ancillary equipment in accordance with procedures. 3.2. Start up prime mover to procedures 3.3. Bring pump on line

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4. Shut down pump as required</p> <p>3.5. Perform emergency shut down when required.</p>
<p>4. Monitor and assess pumping systems and equipment.</p>	<p>4.1. Verify the operational condition of all flanges, gaskets and seals to ensure that the operational integrity of these components is maintained within stated operational tolerances and to avoid any environmental damage</p> <p>4.2. Monitor pumping installations/equipment to determine if the correct pump pressures, temperatures and flows conform to their required application</p> <p>4.3. Monitor and regularly check pumping systems/ equipment performance and all components to identify any signs of excessive wear and diminution of performance</p> <p>4.4. Check operational valves and valve assemblies for possible leakages</p> <p>4.5. Monitor and identify variations in the operating conditions of the pumping systems/equipment through the interpretation of amperage operating data and equipment</p> <p>4.6. Periodically check and clean filter systems to remove any potential blockages or impurities entering the pumping system/equipment and causing it to cavitate or malfunction during operation</p> <p>4.7. Inspect and sample lubrication oil to check that operating levels are correct and to determine if any contamination has taken place which may affect the operational capacity of the pumping system/equipment.</p> <p>4.8. Take appropriate action resulting from checks and monitoring.</p>
<p>5. Identify maintenance requirements.</p>	<p>5.1. Conduct routine inspections and checks to ensure normal or stated pump operation is maintained</p> <p>5.2. Identify equipment faults through observation of the operational equipment and periodic sampling and testing</p> <p>5.3. Take appropriate action</p> <p>5.4. Record operational data as required by procedures.</p>
<p>6. Isolate and de-isolate plant.</p>	<p>6.1. Isolate plant</p> <p>6.2. Make safe for required work</p> <p>6.3. Check plant is ready to be returned to service</p> <p>6.4. Prepare plant for return to service.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes the ability to and be able to distinguish between causes of problems/alarms/fault indications such as:

- instrument failure malfunction
- electrical failure malfunction
- mechanical failure malfunction
- equipment design deficiencies
- product parameters (temperature, viscosity, purity)
- fouling or contamination, eg filters, exchangers, seal system, lubrication
- cavitation
- overheating (bearings, casing etc)
- overload.

Required knowledge

The knowledge referred to in the Evidence Guide for this unit includes:

- all items on a schematic of the pump system and the function of each
- pumping system/equipment operating parameters
- sampling and testing techniques
- equipment terminology
- plant or field layout or geography
- safety systems and procedures
- fault finding and troubleshooting techniques
- job hazard analysis.
- principles of operation of pump, ancillaries and components
- physics and chemistry relevant to the pump, ancillaries and the materials processed
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- relevant alarms and actions
- plant process idiosyncrasies
- correct methods of starting, stopping, operating and controlling process
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life threatening situations, simulation may be used for the bulk of the training.

This unit of competency requires an application of the knowledge contained in the use of pumps and their integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. In particular look to see that:

- early warning signs of equipment/processes needing attention or with potential problems are

EVIDENCE GUIDE	
	<p>recognised</p> <ul style="list-style-type: none"> the range of possible causes can be identified and analysed and the most likely cause determined appropriate action is taken to ensure a timely return to full performance obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of pump, incidents on similar pumps around the world, hazard analysis activities and similar sources.</p>
Context of and specific resources for assessment	As a general rule assessment will require access to an operating an operating pump system over an extended period of time, or a suitable method of gathering evidence of operating competence over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may

RANGE STATEMENT	
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.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This unit of competency includes all such items of equipment and unit operations which form part of the pumping system. For your plant this may include (select relevant items):</p> <ul style="list-style-type: none"> • beam pumps • electrical submersible pumps • jet pumps • centrifugal pumps • positive displacement pumps, eg reciprocating pumps • various drivers (diesel engine, electric motor, steam turbine etc) • instrumentation • filters.
Typical problems	<p>Typical problems for your plant may include:</p> <ul style="list-style-type: none"> • variation in feed • vibration • control of level, temperature, pressure and flow • blockages • overheating • overloading.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field

Co-requisite units

Co-requisite units	<i>PMAOPS221B</i>	<i>Operate and monitor prime movers</i>
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PMAOPS300B Operate a production unit

Modification History

Release 2 – Minor clarification to descriptor, minor changes to Skills and Knowledge and Range, and editorial corrections.

Unit Descriptor

This competency covers the operation of an enterprise specific unit of a production plant, which is not otherwise described by other units in this Training Package. The operations technician is expected to demonstrate a significant understanding of the process and the equipment operation. The plant unit includes the operation of other plant items which are integral to the operation of the plant unit.

Application of the Unit

This unit applies where the plant technician operates a unit of plant which is not otherwise described. The other 300 series process competencies should be used as an indicative guide as to the coverage and complexity of the operation.

The operations technician would:

- identify and rectify operational problems
- predict the potential impact of the production unit output on the operation of the whole plant
- facilitate output changes.

Generally the operations technician would operate independently in a plant with local control or in liaison with the control room operator in a plant with Distributed Control System (DCS) type controls. In the case of large complex plant, the operations technician would be part of a team during startup and shutdown procedures. The operations technician would be expected to be capable of performing all parts of this unit. At all times they would be liaising and cooperating with other members of the team.

This unit does not include the operation of any packaged unit (regardless of its engineering complexity) which is covered by *MSAPMOPS100A Use equipment*.

This unit does not require the operation of a central control panel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | | |
|---|------------------------------|-----|---|
| 1 | Prepare for work | 1.1 | Identify work requirements |
| | | 1.2 | Identify and control hazards |
| | | 1.3 | Coordinate with appropriate personnel |
| 2 | Start up unit | 2.1 | Perform pre-start-up checks |
| | | 2.2 | Start up individual items of equipment and the entire unit |
| | | 2.3 | Start up normally and after maintenance |
| | | 2.4 | Build rate steadily |
| | | 2.5 | Stabilise operation to produce specified rate and quality within minimum time |
| 3 | Monitor and control the unit | 3.1 | Complete routine checks, logs and paperwork |
| | | 3.2 | Frequently and critically monitor all plant throughout shift |
| | | 3.3 | Recognise the signs of potential and actual problems |

- 3.4 Take appropriate action
 - 3.5 Trim plant to achieve required output rate and quality while maximising plant efficiency
- 4 Change unit output rate, grade or specification
 - 4.1 Predict the need to make a change to meet process requirements
 - 4.2 Trim unit in preparation of changes
 - 4.3 Make changes as required
 - 4.4 Manage changes smoothly and in a timely manner
 - 4.5 Minimise out of specification product/process disruptions as a result of the change
- 5 Maintain plant effectiveness
 - 5.1 Use measured/indicated data and smell, sight, sound and feel as appropriate to monitor plant
 - 5.2 Identify critical equipment/processes and tune their performance
 - 5.3 Identify issues likely to impact on plant performance and take appropriate action
 - 5.4 Predict impact of a change in one unit/area on other plant units/areas and communicate this to relevant people
 - 5.5 Test trips and alarms as required
 - 5.6 Complete minor maintenance according to procedures
- 6 Shut down unit
 - 6.1 Determine type of shut down required
 - 6.2 Give advance warning of shut down where possible
 - 6.3 Change over individual items of equipment
 - 6.4 Shut down individual items of equipment and the entire unit
 - 6.5 Shut down to a standby condition if appropriate

- | | | |
|---|------------------------------|---|
| | 6.6 | Shut down in an emergency and otherwise when required |
| | 6.7 | Reset trips and alarms after a shutdown |
| 7 | Isolate and de-isolate plant | |
| | 7.1 | Isolate plant |
| | 7.2 | Make safe for required work |
| | 7.3 | Check plant is ready to be returned to service |
| | 7.4 | Prepare plant for return to service |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

For the plant system:

- efficient and effective operation of plant/equipment
- hazard analysis
- completing plant records
- communication
- problem solving

Also ability to:

- identify all items on a schematic of the production unit and describe the function of each
- describe the nature/condition of materials entering and leaving each stage of the process, the changes which have occurred in that stage and why they have occurred
- describe the basis of the process used in the production unit to transform the feed materials into the product, including the basic science of the process (where relevant)
- describe the causes and remedies of common problems, such as those selected in the Range Statement
- describe methods of changing rate/grade/specification or feed and the advantages and disadvantages of each

Ability to isolate the causes of problems to an item of equipment within the production unit and to be able to distinguish between causes of problems/alarm/fault indications, such as:

- process materials variations
- instrument failure/wrong reading
- electrical failure

- mechanical failure
- operational problem,

as is relevant to the practical operation of equipment at that job level

Required knowledge

An understanding of the production unit/system and its integral equipment, to the level needed to control the system and recognise and resolve problems. In particular it includes:

- principles of operation of plant/equipment
- physics and chemistry relevant to the process unit
- process parameters and limits (e.g. temperature, pressure, flow, pH and amps)
- duty of care obligations
- hierarchy of control
- communication protocols (e.g. radio, phone, computer, paper and permissions/authorities)
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility

This knowledge is required of all major items of equipment which comprise the production unit/system.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components.

Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. In particular look to see that:

- early warning signs of equipment/processes needing attention or with potential problems are recognised
- the range of possible causes can be identified and analysed and the most likely cause determined
- appropriate action is taken to ensure a timely return to full performance
- obvious problems in related plant areas are recognised and an appropriate contribution made to their solution.

These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

Context of and specific resources for assessment

Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.

Method of assessment

In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

In a major hazard facility, it may be appropriate to assess this unit concurrently with:

- *MSAPMOHS200A Work safely.*

Guidance information

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy

for assessment capacity of the assessee and the work being performed.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.

Codes of practice/ standards

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency covers the operation of a unit of equipment and includes the operation of equipment ancillary to the main production unit. It includes all items of equipment and unit operations which form part of the operation of the unit.

Problems

Typical problems include:

- recognising and acting on unstable/sub-optimal operation
- control of critical variables and outputs
- variations in feed rates, quality, and so on

Start up shut down as required

Start up shut down as required includes:

- start up and shut down to/from normal operating conditions
- start up and shut down to/from isolated, cold or empty
- all other conditions experienced on the plant (i.e. from any condition to any condition experienced on the plant)

Appropriate action

Appropriate action includes:

- determining problems needing action
- determining possible fault causes
- rectifying problem using appropriate solution within area of responsibility
- following through items initiated until final resolution has occurred
- reporting problems outside area of responsibility to designated person

Procedures

Procedures may be written, verbal, computer-based or in some other form. They include:

- all work instructions

- standard operating procedures
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Responsible Care) and government regulations.

Health, safety and environment (HSE)

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through state or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Product

Product includes anything produced by a process step and so includes intermediate products, such as the product from one process step which then becomes the feed for another'.

Unit Sector(s)

Operational/technical

Competency field

Not applicable

Co-requisite units

Not applicable

PMAOPS305B Operate process control systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the operation of a centralised control panel. These controllers use a range of control algorithms and multiple control loops. The panel will control multiple vessels/plant items and or products. It will typically be located off plant in a control room.
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Application of the Unit

Application of the unit	<p>In a typical scenario an operations technician uses a centralised process control system to operate and monitor the plant. This control system would typically be a distributed control system (DCS) and may include other local controllers which are integral to its operation (stand alone local controllers are covered by <i>PMAOPS216B Operate local control system</i>). This panel technician/central control room operator has an overall responsibility for the operation of all units of equipment covered by the control system. As such they often also take a lead role as part of the operating team. Competencies required by this role other than panel competencies as such are not covered by this unit.</p> <p>The operations technician would:</p> <ul style="list-style-type: none"> • identify, correct and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the system • operate, monitor and maintain equipment using relevant procedures • take appropriate action following an alarm or out of specification condition developing <p>Generally the operations technician would be part of a team during start up, shut down and normal operating conditions and would be expected to be capable of demonstrating competence in all parts of this unit. He/she would be taking a leading role in liaising and cooperating with other members of the team. Typically the panel operator will liaise with other 'outside operators', however this unit does not preclude the situation where the panel operator may also undertake 'outside' functions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Use operator interface.	2.1. Use keyboards, track ball and monitor and/or stand alone controllers to access control system/panel 2.2. Monitor the process using the operator interfaces 2.3. Select appropriate controller modes 2.4. Access historical data and information 2.5. Acknowledge messages and alarms.
3. Access control information.	3.1. Obtain relevant data and information from the control

ELEMENT	PERFORMANCE CRITERIA
	<p>system by applying systems knowledge</p> <p>3.2. Identify the status of individual pieces of equipment from the control panel and use information to identify potential faults</p> <p>3.3. Minimise fluctuations and variations in process through the interpretation of existing trends and control schematics</p> <p>3.4. Record process variations/irregularities to procedures.</p>
<p>4. Control process variations and monitor operations.</p>	<p>4.1. Use historical data to assist the identification of problems</p> <p>4.2. Process available information to identify potential faults</p> <p>4.3. Undertake required set point/output changes to meet plant and process requirements</p> <p>4.4. Optimise plant operating conditions in accordance with guidelines</p> <p>4.5. Adjust production in response to test results and control panel information</p> <p>4.6. Monitor key process and environmental variables and take appropriate action</p> <p>4.7. Adjust controller settings in accordance with procedures</p> <p>4.8. Use fine tuning software as appropriate</p> <p>4.9. Coordinate with up stream and downstream units as appropriate</p> <p>4.10. Record adjustments and variations to specifications/schedules</p> <p>4.11. Communicate to appropriate personnel as required.</p>
<p>5. Facilitate planned and unplanned process start-ups and shut-downs.</p>	<p>5.1. Select and apply procedures to planned startup and shutdown processes</p> <p>5.2. Select and apply procedures to unplanned shutdown processes</p> <p>5.3. Implement all required emergency responses</p> <p>5.4. Communicate necessary information to all personnel affected by events</p> <p>5.5. Log all required information.</p>
<p>6. Respond to alarms or out of specification conditions.</p>	<p>6.1. Identify system(s) affected by the alarm or condition</p> <p>6.2. Interpret alarms and prioritise actions to be taken</p> <p>6.3. Take appropriate action to respond to the alarm or</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>incident</p> <p>6.4. Deal with any out of specification material in accordance with procedures</p> <p>6.5. Communicate the problem/solution to appropriate personnel</p> <p>6.6. Record the information as required</p> <p>6.7. Provide details of the alarm and action taken to the next shift at change over</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
<p>This describes the essential skills and knowledge and their level, required for this unit.</p>
<p>Required skills</p>
<p>Competence includes the ability to distinguish between causes of problems/alarms/fault indications such as:</p> <ul style="list-style-type: none"> • instrument failure/malfunction • electrical failure/malfunction • mechanical failure/malfunction • equipment design deficiencies • product parameters (temperature, flows, pressure and levels) • process control system malfunction • power/utility failures. <p>An ability to communicate with other work groups and personnel during the operation and monitoring of this panel is considered an essential Element of this unit of competency.</p>
<p>Required knowledge</p>
<p>The knowledge referred to in the Evidence Guide for this unit includes:</p> <ul style="list-style-type: none"> • the architecture and location of the process/production equipment • specific plant process operations • interactions between plant items/processes • product specifications and tolerances • systems operating parameters • system integrity limits • process control philosophies and strategies • emergency shutdown procedures

REQUIRED SKILLS AND KNOWLEDGE

- process specific physics, chemistry and mathematics
- basic science of upstream and downstream processes
- relevant chemistry of the process to the level of interpreting chemical equations and manipulating factors controlling rate of reaction and yield (or equivalent physics for a physical process/biochemistry for a biochemical process) - chemistry to include both intended products and interfering reactions, eg salts, hydrates
- impact of external factors, eg variations in weather, feed etc
- process drawings, eg P&ID, PFD
- cause and effect
- basis of control for the plant/s
- instrumentation and control systems, including feed forward, feed back and open control
- instrumentation and control system components, eg relevant primary sensing devices, final control elements, transducers/transmitters
- control loops, including PID control, set points, controlled variable, indicated variable
- interaction between multiple control loops, including cascade control
- impacts of changing controller settings and the limits within which changes can be made
- effective communication techniques
- organisation procedures
- UPS and its applications and use.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may

EVIDENCE GUIDE	
	<p>also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or of training for competencies practiced in life threatening situations, simulation may be used for the bulk of the training.</p> <p>This unit of competency requires an application of the knowledge contained in the use of the process control system and its integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate responses. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment will require access to a process control system over an extended period of time, or a suitable</p>

EVIDENCE GUIDE	
	method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork, communication and leadership units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used 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 if the candidate, accessibility of the item, and local industry and regional contexts.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This unit of competency includes all such items of equipment and unit operations which form part of the control system. For your control room this may include (select relevant items):</p> <ul style="list-style-type: none"> • process control systems, eg Distributed Control Systems • personal computers • printers • fire and gas detection/protection systems • emergency shutdown systems • communications systems. <p>Typical problems for your plant may include:</p> <ul style="list-style-type: none"> • loss of power/utilities • analysing failure modes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • variation/loss of feed • unstable control of pressure, temperature level and flows • control equipment failure • process plant trips • change in atmospheric conditions (rain, temperature, wind, lightning) • emergency situations.
Alarms or abnormal conditions	<p>Alarms or other abnormal conditions includes:</p> <ul style="list-style-type: none"> • emergency, including emergency shut down • partial or complete controller failure.
Other problems	<p>Other problems includes:</p> <ul style="list-style-type: none"> • problem solving control functions
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS307B Transfer bulk fluids into/out of storage facility

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario involving land based tank farms or tankers at sea, the control room operator, from the main panel, will monitor and control the transfer of product into storage facilities including controlling product levels, flows, temperatures and pressures. The operations technician will also prepare and complete all necessary documentation for the control, transfer and calculation of product volumes.
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Application of the Unit

Application of the unit	<p>The storage facility or vessel will be monitored through the use of gas and fire detection equipment. Automatic sprinkler systems or deluges will be activated in the event of fire detection and emergency shutdown systems will operate.</p> <p>The equipment to be used in the transfer of product will be checked and tested before use. In some cases, before transferring, the circulation of product through pipelines, will commence. This is usually for the purpose of pipeline chardown, and is required to minimise vapour pressure build-up in warm pipework.</p> <p>A comprehensive fire water supply main may encompass the facility and/or be located on the vessel, and a suitable fire pump would be able to provide fire water requirements in emergencies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	PMAOPS201B	Operate fluid flow equipment
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Prepare storage/transfer facilities	2.1. Manage products within the tank farm or at the platform in accordance with the site/enterprise's storage types, products and locations 2.2. Inspect storage or docking facilities for leaks or damage 2.3. Check and test safety systems to verify their operational condition and status, and report on all equipment faults 2.4. Conduct critical inspections of storage and tank farms (and ascertain seaworthiness of vessels at sea if required) ensuring areas are safe, clean and equipment can't be compromised by debris 2.5. Identify and report all equipment requiring maintenance, follow up to satisfactory conclusion.
3. Monitor storage facilities.	3.1. Confirm tank mixes, capacities and quality, and determine if these are being maintained within the agreed product requirements prior to transfer 3.2. Monitor gas detection/environmental/safety systems to ensure the storage area is a safe environment and that the safety of the area or vessel is not compromised 3.3. Communicate storage conditions to transfer or other personnel to inform them of the operational condition and status of the storage facilities or vessel.

ELEMENT	PERFORMANCE CRITERIA
4. Monitor load-out/transfer platform or facility as required.	4.1. Monitor load-out/transfer systems on the platform or in the terminal load-out/transfer area 4.2. Monitor gas detection/environmental/safety systems to ensure the load-out/transfer area is a safe environment 4.3. Inform appropriate personnel of the load-out/transfer area status, and conditions of the storage facilities.
5. Conduct load-out/transfer.	5.1. Communicate operational status to required personnel prior to loading 5.2. Ensure that all start-up permissives have been satisfied and product is ready for transfer 5.3. Set and adjust pump flow rates to keep within agreed capacities 5.4. Monitor loading pump performance to keep within stated operational ranges and vibration is in limits 5.5. Take and record product shipping/transfer samples as required.
6. Isolate and de-isolate plant.	6.1. Isolate plant 6.2. Make safe for required work 6.3. Check plant is ready to be returned to service 6.4. Prepare plant for return to service.
7. Resolve problems	7.1. Identify possible problems in equipment and process. 7.2. Determine problems needing action 7.3. Determine possible fault causes 7.4. Rectify problem using appropriate solution within area of responsibility 7.5. Follow up items until resolved 7.6. Report problems outside area of responsibility to designated person.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

For the plant system/unit:

REQUIRED SKILLS AND KNOWLEDGE

- efficient and effective operation of plant/equipment
- hazard analysis
- completing plant records
- communication
- problem solving

Required knowledge

Demonstration of competence in this unit must include knowledge of the following:

- principles of operation of plant/equipment
- physics and chemistry relevant to the process unit
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling flow
- causes of head loss in piping systems, including comparison of fittings using Le/d concept, fluid and pipe material properties, flow geometry etc
- corrective action appropriate to the problem cause
- function and troubleshooting of major internal components and their problems, such as impellers, seals or bearings
- types and causes of problems within operator's scope of skill level and responsibility.
- testing techniques
- equipment isolation and purging
- use and operation of safety equipment, including breathing apparatus
- tank and product mixes
- flow rates and measures
- tank capacities and percentages
- static electricity principles.

Sound knowledge of storage and transfer techniques required to transport oil, gas or water is expected.

Evidence Guide

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant or platform and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. In particular look to see that:

- early warning signs of equipment/processes needing attention or with potential problems are recognised
- the range of possible causes can be identified and analysed and the most likely cause determined
- appropriate action is taken to ensure a timely return to full performance
- obvious problems in related plant areas are recognised and an appropriate contribution made to their solution.

These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: <ul style="list-style-type: none"> • <i>MSAPMOHS200A Work safely.</i>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all items of equipment and unit operations which form part of the load-out and storage system. For your facility this may include (select relevant items): <ul style="list-style-type: none"> • tanks, such as concrete bunded storage tanks, atmospheric pressure tanks, floating roof tanks, temperature controlled tanks (heated, chilled, refrigerated) • vessels, eg pressure storage vessels • pumps, eg transfer and circulation pumps, stripping pumps • compressors, eg boil-off gas compressors • gauges

RANGE STATEMENT	
	<ul style="list-style-type: none"> • fire protection and deluge systems, eg flare system • gas detection systems and equipment • tank dipping and measurement equipment. • instrumentation.
Safety equipment	<p>Safety equipment on site may include:</p> <ul style="list-style-type: none"> • main fire pumps • jockey pumps • fire monitors • deluge systems • sub-surface foam injection • gas detection and reporting systems • fire detection and reporting systems • emergency shutdown systems
Products	Products may include hydrocarbons, oil, gas or bulk liquid chemicals/petrochemicals.
Problems	<p>Typical problems for your facility may include:</p> <ul style="list-style-type: none"> • insufficient/inappropriate storage for product/material • interruptions to loading through adverse weather conditions • product surging • control of temperature and pressure • variations in feed • vibration • tank capacities and space.
Start up shut down as required	<p>Start up shut down as required includes:</p> <ul style="list-style-type: none"> • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold, empty • all other conditions experienced on the plant. <p>ie from any condition to any condition experienced on the plant.</p>
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form.

RANGE STATEMENT

	<p>They include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS410B Monitor remote production facilities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario, a technician in a central location looks after the operation of a remote production facility. This may be achieved by using ground based or satellite communications systems. The competency covers the operation and management of remote plants, treatment stations or satellite locations.
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Application of the Unit

Application of the unit	<p>Typically these stations may include:</p> <ul style="list-style-type: none"> • wellheads • separation facilities • utility systems • remote pumping and compression stations • remote plants • fire and gas safety systems and associated piping and instrumentation. <p>The operations technician would:</p> <ul style="list-style-type: none"> • identify and rectify operational problems • conduct well testing • conduct critical function testing. <p>Control of a remote production facility may require operation and process monitoring via a remote control system. Generally the operations technician would operate independently and be expected to be capable of performing all parts of this unit. However they may be part of a team during critical inspections or maintenance operations. At all times they would be liaising and cooperating with other members of the team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Conduct product separation.	2.1. Centralise and prepare well products for initial multi-phase separation, storage and distribution as determined by the required production targets and objectives 2.2. Use multi-phase high and low pressure separation, utilising heat and chemical treatments, to effectively separate the product 2.3. Monitor the separation process via control room operation to ensure all product flows, pressures and temperatures are maintained within correct operating parameters 2.4. Operate and monitor all required utility services to assist in the separation process.
3. Recover and measure product.	3.1. Transfer treated waste water from the separation process for further treatment as required prior to re-injection or disposal 3.2. Ensure that all available product is recovered and all waste water

ELEMENT	PERFORMANCE CRITERIA
	<p>is made safe for further use or disposal within environmental limits</p> <p>3.3.Measure and sample produced gas as required</p> <p>3.4.Measure collected product to determine the level of available stocks for further transfer and for accounting purposes</p> <p>3.5.Take appropriate action.</p>
4. Transfer product.	<p>4.1.Check transfer process equipment required to ensure it is working within agreed operating parameters</p> <p>4.2.Transfer product to a processing facility for further treatment and enhancement</p> <p>4.3.Monitor transfers and take appropriate action</p> <p>4.4.Log and record all product transfers and communicate as required</p> <p>4.5.Distribute data collected to appropriate personnel.</p>
5. Isolate and de-isolate plant.	<p>5.1.Isolate plant</p> <p>5.2.Make safe for required work</p> <p>5.3.Check plant is ready to be returned to service</p> <p>5.4.Prepare plant for return to service.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<p>Competence includes the ability to isolate the causes of problems to an item of equipment within the compressor system and to be able to distinguish between causes of problems/alarm/fault indications such as:</p> <ul style="list-style-type: none"> • product contamination • instrument failure/wrong reading • electrical failure • mechanical failure • operational problems • pressure losses and leakage.
Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

The knowledge referred to in the Evidence Guide for this unit includes:

- all items on a schematic of the remote system and the function of each
- nature/condition of materials entering and leaving each stage of the process
- changes which have occurred in that stage and why they have occurred
- methods of changing production rates and the advantages and disadvantages of each
- effect of specific climatic and environmental factors
- water testing and gas break through testing techniques
- storage and transfer techniques related to the transport of oil, gas or water.
- principles of operation of plant/equipment
- physics and chemistry relevant to the process unit and the fluids involved
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- correct methods of starting, stopping, operating and controlling plant
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of

EVIDENCE GUIDE	
	<p>parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life threatening situations, simulation may be used for the bulk of the training.</p> <p>This unit of competency requires an application of the knowledge contained in the operation of the remote facility and its integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	Consider co-assessment with other units relevant to the job.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This unit of competency includes all such items of equipment and unit operations which form part of the remote facility. For your enterprise this may include (select relevant items):</p> <ul style="list-style-type: none"> • valves • pumps • prime movers • compressors • separators • instrumentation • storage tanks, ponds and dams • filters • wellheads

RANGE STATEMENT	
	<ul style="list-style-type: none"> hydraulic well control panels fire and gas safety systems.
Typical problems	<p>Typical problems for your plant may include:</p> <ul style="list-style-type: none"> contamination of product control of temperature and pressure variations in feed vibration.
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> determining problems needing action determining possible fault causes rectifying problem using appropriate solution within area of responsibility following through items initiated until final resolution has occurred reporting problems outside area of responsibility to designated person.
Procedures	<p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> all work instructions standard operating procedures formulas/recipes batch sheets temporary instructions any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMAOPS411B Manage plant shutdown and restart

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the co-ordination of the shutdown and restarting of a production process in a safe and efficient manner due to a planned or an unplanned shutdown or emergency situation.</p> <p>It does not apply to individual plant operators shutting down individual production units or following directions during a shutdown, as this is included in the normal unit of competency for operating that production unit.</p>
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Application of the Unit

Application of the unit	<p>In a typical scenario, a complex and integrated plant (usually but not necessarily large and continuous) needs to be shut down for some reason. Shutting down is a complex process and is more than the simple turning off of a switch.</p> <p>This competency would typically be exercised by the leading plant technician on a shift.</p> <p>This unit requires the exercise of discretion as the plant technician's responses are governed by the cause of the shutdown and the plant's responses to that. They are required to adapt normal practice, within the overall guidelines, to the current situation to obtain the best outcome.</p> <p>This competency requires the coordination of all personnel involved in the shutdown to ensure it happens in as orderly a fashion as possible and that the plant is left in the best condition possible for a quick restart. The person exercising this competency needs to balance the varying requirements to ensure the shutdown occurs with maximum safety to personnel, plant, the environment and the business's productivity (in that order).</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage shutdown sequence.	1.1. Check and verify safety systems to ensure that the unit has been made safe 1.2. Identify the reason for, or cause of the shutdown by troubleshooting the system and by utilising all available data and information systems 1.3. Obtain confirmation of the identified shutdown from field based operators to verify both the nature and the reliability of the shutdown 1.4. Rectify or initiate procedures to rectify the fault or shutdown cause through either repair of the operational fault or readjustment before returning the system to start-up status.
2. Conduct start-up process.	2.1. Satisfy all start-up permissives prior to start-up process being commenced 2.2. Conduct start-up according to procedures and in a safe and efficient manner, ensuring a return to steady state operation is achieved.
3. Document shutdown and	3.1. Complete all logs and workplace documentation relating to the shutdown/start-up process, ensuring all details, actions and

ELEMENT	PERFORMANCE CRITERIA
start-up process.	<p>responses are accurately recorded</p> <p>3.2. Record any further ongoing production problems and report to appropriate persons or authority.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes:

- efficient and effective planning of shut down/start up
- hazard analysis
- completing plant records
- communication
- problem solving

Required knowledge

Demonstration of competence in this unit must include knowledge of the following:

- principles of operation of plant/equipment
- physics and chemistry relevant to the process unit and the materials processed
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling process
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility.
- architecture of the process/production systems
- the plant
- product specifications and tolerances
- systems operating parameters

REQUIRED SKILLS AND KNOWLEDGE

- process control philosophies and strategies
 - the process
 - emergency shutdown procedures
 - physics, chemistry and mathematics relevant to the process
 - outside process knowledge and equipment operation
- as is relevant to the practical operation of equipment at that job level.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency.

Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. In particular look to see that:

- early warning signs of equipment/processes needing attention or with potential problems are recognised
- the range of possible causes can be identified and analysed and the most likely cause determined

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	<p>In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.</p> <p>In a major hazard facility, it may be appropriate to assess this unit concurrently with:</p> <ul style="list-style-type: none"> • <i>MSAPMOHS200A Work safely.</i> <p>The person undertaking this competency is expected to be able to work under and manage situations of high pressure, in order to ensure the safe and efficient management of the control room production process and the safety of plant employees.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.</p>

RANGE STATEMENT	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>Causes of shutdown may be:</p> <ul style="list-style-type: none"> planned, eg for maintenance or other planned work unplanned, eg in response to a plant upset or equipment failure emergency, eg in response to an automatic shutdown sequence or plant trip. <p>The shutdown may be:</p> <ul style="list-style-type: none"> shutdown 'to cold', eg complete plant shutdown and purging of all process materials from equipment short shutdown to allow minor work 'warm shutdown', eg partial shutdown, with retention of some or all of process materials managing a plant trip and restart 'hot shutdown', eg short duration shutdown in response to a plant upset or trip <p>This competency also includes:</p> <ul style="list-style-type: none"> coordinating the shift team implementing emergency procedures using the permit to work system (for repairs required). This competency may apply to: <ul style="list-style-type: none"> panel technicians outside technicians technicians seconded to a shut down role other relevant personnel <p>All operations are performed according to procedures.</p>
Appropriate action	<p>Appropriate action includes:</p> <ul style="list-style-type: none"> determining problems needing action determining possible fault causes rectifying problem using appropriate solution within area of responsibility following through items initiated until final resolution has occurred reporting problems outside area of responsibility to designated person.
Procedures	<p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> all work instructions standard operating procedures formulas/recipes

RANGE STATEMENT

	<ul style="list-style-type: none"> • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMASUP440B Commission/recommission plant

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the commissioning of new plant/pipeline or the re-commissioning of significantly modified plant/pipeline. This unit does not cover startup of a plant/ pipeline after a shutdown, unless there have been major changes to the plant during the shutdown. For a normal startup use <i>PMAOPS411B Manage plant shutdown and restart.</i>
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Application of the Unit

Application of the unit	<p>In a typical scenario, a new plant/pipeline or a major plant/pipeline upgrade is to be commissioned/recommissioned with a leading plant technician taking a significant role.</p> <p>The technician is involved in the design of the plant/plant modifications and the planning of the startup. Being 'involved in' could mean participating in design meetings or HAZOPS or reviewing/checking the design for operability issues or checking the HAZOP outcomes. This does not preclude the inclusion of 'turnkey' type projects, provided the technician has had a role in the plant design, eg checking operability, suitability for local conditions.</p> <p>This competency includes all equipment associated with the new/modified plant. The technician would not normally have a 'hands on' operating role for all items of equipment, but may have a 'hands on' role for major items of equipment. More importantly, the technician will have an overall role and would be expected to have an understanding of the function of all items of equipment in the plant so that detailed directions can be given plant operators who are performing the 'hands on' role during the commissioning/recommissioning.</p> <p>This competency is typically performed by experienced technicians, likely to be the leaders of an operational team. This may include working in conjunction with a design team, or reviewing final design to ensure plant/pipeline meets operational requirements and for the purpose of commissioning or recommissioning plant/pipelines. As commissioning is usually a team activity, the technician will take a lead technical role, rather than undertake all aspects on an individual basis.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to/review the design of plant/ equipment.	1.1. Apply process understanding to the design process 1.2. Identify the role and purpose of the plant and equipment 1.3. Ensure design meets the identified need 1.4. Identify process conditions and apply to hazard and operability studies 1.5. Undertake investigations following hazard studies 1.6. Record and report findings.
2. Take part in commissioning planning.	2.1. Ensure the work is coordinated effectively with others involved on the work site 2.2. Obtain materials necessary to complete the work and check against job requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3. Obtain tools and equipment necessary to carry out the work and check for correct operation and safety 2.4. Prepare plans to ensure that procedures are performed in the correct sequence 2.5. Obtain approvals where necessary from appropriate authorities.
3. Participate in acceptance of plant/ equipment.	3.1. Undertake pre-commissioning activities 3.2. Complete safety acceptance documentation 3.3. Identify, record and report problems or non-conformance 3.4. Conduct trials/test runs 3.5. Record and report performance data.
4. Commission system.	4.1. Bring the plant/plant systems/pipeline on line 4.2. Make and report adjustments 4.3. Prepare reports in accordance with legislative and company requirements to maintain the historical record.
5. Evaluate results and identify modifications.	5.1. Identify modifications and improvements required 5.2. Check specifications, procedures and training material match the final system/procedures 5.3. Complete documentation and report to appropriate personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
<ul style="list-style-type: none"> • hazard analysis • completing plant records • communication • problem solving.
Required knowledge
Competence to include the ability to apply and explain: <ul style="list-style-type: none"> • HAZOP (or similar) study process and the interpretation of findings

REQUIRED SKILLS AND KNOWLEDGE

- results and impact of a HAZAN (or similar) study
- the process of hazard identification, risk assessment and control
- hierarchy of control
- sources of hazard information (such as Material Safety Data Sheets)
- principles of operation of equipment
- interpretation of design drawings, schematics and manuals
- physics and chemistry relevant to the plant and the materials processed or produced
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- expected problems, faults and their resolution
- possible alarms and actions
- any known or expected plant process idiosyncrasies
- all items on a schematic of the plant and the function of each
- correct methods of starting, stopping, operating and controlling process
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems to be expected
- principles of operation of instrumentation
- principles of basic control systems
- distinguish between the following problem sources, and their avoidance:
 - chemical
 - instrument
 - equipment (electrical/mechanical)
 - maintenance.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency.

Simulation may be required to allow for assessment

EVIDENCE GUIDE

	<p>of parts of this unit. It is possible that a simulation will be required to ensure that the technician is competent before taking a significant role in a commissioning activity. Commissioning is an infrequent and often frenetic activity and so it may not be practical or equitable to wait for an actual commissioning to occur to use this as the basis for assessment. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/ scenarios and role plays.</p> <p>This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p> <p>Consistent performance should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none"> • potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure commissioning stays on schedule • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. <p>These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.</p>

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with relevant OHS units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.	
Appropriate authorities	Appropriate authorities may include: <ul style="list-style-type: none"> • local councils • road authority • sewerage and stormwater authorities • providers of services such as electricity, water and telephones.
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Plant	Plant covers on or off shore plant, well heads and also transmission pipelines or similar.

RANGE STATEMENT	
Commissioning	Commissioning refers to the start-up of a new plant or plant unit and the associated equipment for the first time.
Commissioning/re-commissioning activities	Commissioning/recommissioning activities may include: <ul style="list-style-type: none"> • trial running of equipment • use of trial materials in plant • safe introduction of process materials to plant • producing product within specification • bringing plant to design rates • solving operational problems • disposal of waste generated in the start-up.
Documentation	Documentation may include: <ul style="list-style-type: none"> • operating procedures • OHS and environmental legislative requirements • manufacturer specifications • appropriate authority approvals • quality assurance inspection and test reports.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.
Plant/pipeline systems	Plant/pipeline systems may include: <ul style="list-style-type: none"> • pipes • valves • operating units • electrical and electronic components • PLCs/DCS control (programmable logic controllers, distributed control systems) or other plant controls • cathodic protection • pressure/flow/temperature etc regulation and meters.
Pre-commissioning	Pre-commissioning activities may include: <ul style="list-style-type: none"> • checking plant is built to design • ensuring plant is safe to operate

RANGE STATEMENT	
	<ul style="list-style-type: none"> • ensuring plant area is clean and clear of debris • ensuring the plant internals are clean and clear of debris • functional checking of equipment and ancillaries.
Procedures	<p>All operations are performed in accordance with standard operating procedures.</p> <p>Procedures may be written, verbal, computer-based or in some other form. They include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. <p>For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.</p>
Recommissioning	<p>Recommissioning refers to the start-up of an existing plant following major modifications, rebuild or reconfiguration.</p> <p>This competency unit includes functions such as :</p> <ul style="list-style-type: none"> • liaison with relevant personnel such as manufacturers, engineering personnel, designers, contractors and maintenance and other company personnel • participation in/reviewing of hazard studies, which may include: <ul style="list-style-type: none"> • hazard and operability studies (HAZOP) • hazard analysis studies (HAZAN) • participation in/reviewing of design or modification plans
Tools, materials and equipment	<p>Tools, materials and equipment may include:</p> <ul style="list-style-type: none"> • hand tools, including power operated • other power operated tools • plant • emergency equipment • electrical and electronic test equipment

RANGE STATEMENT

	<ul style="list-style-type: none">• gas detectors• air compressor• water pump.
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Unit Sector(s)

Unit sector	Support/generic
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PMASUP540B Analyse equipment performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the analysis of the performance, and performance verification, of existing equipment.
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Application of the Unit

Application of the unit	<p>In a typical scenario an experienced technician will set up and operate performance verification trials and then analyse the results to determine actual compared to theoretical performance of equipment and equipment components.</p> <p>It includes:</p> <ul style="list-style-type: none"> • calculating the theoretical performance of an item of equipment • gathering data to determine the actual performance of the item of equipment • calculation of actual versus theoretical performance • making recommendations as to the appropriate action to be taken based on the performance verification results. <p>This competency is typically performed by a senior technician who will take the lead in the data gathering phase and then analyses the data.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine theoretical performance.	1.1. Identify item of plant or equipment to be analysed 1.2. Locate and interpret design specification 1.3. Identify process materials being processes/to be processed during verification trial 1.4. Determine process material properties under process conditions 1.5. Calculate theoretical performance of component(s) with that material under those conditions.
2. Conduct trial.	2.1. Design verification trial to be compatible with theoretical analysis 2.2. Determine measurements needed from trial to yield required data 2.3. Select equipment suitable to give required measurements 2.4. Arrange for verification trial with relevant process personnel 2.5. Set up required measurement equipment 2.6. Supervise trial and ensure trial conditions are appropriate 2.7. Collect trial data for analysis.
3. Verify performance of plant/equipment.	3.1. Compare theoretical with actual performance 3.2. Determine significance of variation between

ELEMENT	PERFORMANCE CRITERIA
	<p>theoretical and actual performance</p> <p>3.3. Investigate any suspicious results and take appropriate action.</p>
4. Recommend required action.	<p>4.1. Determine appropriate action to bring performance to desired level</p> <p>4.2. Initiate the corrective action in accordance with company procedures.</p> <p>4.3. Determine measures to increase equipment productivity</p> <p>4.4. Re-check performance after corrective action is implemented.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence, for the practical completion of the job, includes the ability to:

- calculate equipment and component performance from the design specification
- determine equipment and design performance from practical trials
- determine the 'limiting component' in the performance of an item of equipment or a process
- determine possible performance of an item of equipment/process if practical improvements were made to the 'limiting item'.

Required knowledge

Knowledge and understanding of the materials, equipment and process sufficient to predict their interactions and their impacts on performance.

Knowledge of the enterprise procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

Knowledge of:

- methods of identifying and calculating theoretical performance
- ways of trialling, trial design and implementation
- methods of data analysis to determine trial outcomes
- methods of interpreting information deduced from trial data.

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 the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Assessment might typically be by an analysis project.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant and off the plant.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence must be demonstrated in the ability to carry out the analysis without undue disruption to the process.

Consistent performance should be demonstrated. In particular look to see that:

- trial design is appropriate
- data taken during trial matches that required for the analysis
- the analysis is carried out in a structured manner
- recommended changes can be justified based on the comparison of trial and theoretical data.

Context of and specific resources for assessment

Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of projects will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.

Method of assessment

In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

EVIDENCE GUIDE	
	In a major hazard facility, it may be appropriate to assess this unit concurrently with relevant OHS units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. 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.</p>	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	<p>This competency unit includes the analysis of plant, equipment and equipment components. This competency applies to all work environments and sectors within the chemical, hydrocarbons and oil refining industry, but does require both a theoretical/ mathematical and a practical analysis of the process.</p> <p>The competency does not require a knowledge of industry sectors and materials other than that in which the technician works. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.</p> <p>Typical problems include:</p> <ul style="list-style-type: none"> • worn equipment/components • validation of new equipment/components to design specification • performance analysis in order to upgrade process performance.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Support/generic
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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PSPGOV201B Work in a public sector environment

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements for entry into/working as a trainee in the public sector. It includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning.

In practice, working in a public sector environment may overlap with other generalist or specialist public sector work activities such as communicating with others, delivering client service, using resources, handling information.

The unit serves as the introductory unit of competency in the *Working in Government* competency themes of *Effective Work* and *Diversity*, and in the Competency Fields of *Ethics&Accountability*, and *Legislation&Compliance*, so provides the introductory unit for:

- PSPGOV301B Work effectively in the organisation
- PSPGOV308B Work effectively with diversity
- PSPGOV310A Work in and with small, regional and remote organisations
- PSPETHC301B Uphold the values and principles of public service
- PSPLEGN301B Comply with legislation in the public sector
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and use legislation and guidelines	<p>1.1 The range of <i>legislation</i> and <i>guidelines</i> common to employment in a public sector organisation is accessed.</p> <p>1.2 The <i>key principles</i> contained in the legislation and guidelines are identified.</p> <p>1.3 Information is clarified in order to confirm own understanding.</p> <p>1.4 Work is undertaken in accordance with the principles contained in legislation and guidelines.</p>
2. Access and use organisational information	<p>2.1 The staffing and organisational structure is identified.</p> <p>2.2 Procedures for dealing with staff at all levels of the organisation are identified and clarified.</p> <p>2.3 Procedures for dealing with <i>clients</i> are identified.</p> <p>2.4 <i>Sources of assistance</i> are identified, and types of assistance available from each source are identified.</p> <p>2.5 Work is carried out within <i>organisational procedures</i>.</p>
3. Work with diversity	<p>3.1 Appreciation of the <i>differences</i> between <i>colleagues</i> is demonstrated through workplace behaviour.</p> <p>3.2 Communication styles are used to take account of workplace diversity and reflect the principles of <i>emotional intelligence</i>.</p> <p>3.3 Contribution to the workgroup is made to utilise personal</p>

ELEMENT	PERFORMANCE CRITERIA
4. Investigate career options	<p>strengths and take any opportunities provided to develop new competencies.</p> <p>3.4 The requirements of multicultural awareness and anti-discrimination legislation are met.</p> <p>4.1 Personal working and learning styles, values and attitudes are identified and weighed against the requirements of current and potential work opportunities.</p> <p>4.2 Personal work goals are identified and prioritised.</p> <p>4.3 <i>Advice</i> is obtained on future work/career options.</p> <p>4.4 A range of possible career paths is identified and initial planning undertaken to map out broad competency areas and experiences required to pursue them.</p> <p>4.5 Personal development is planned to prepare for career options.</p> <p>4.6 Learning opportunities are sought and accessed in line with personal work goals.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials such as manuals and codes of practice
- responding to diversity, including gender and disability
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace
- using information technology and the Internet
- applying public sector legislation such as occupational health and safety and environmental procedures in the workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence

- and their application in the workplace
- codes of conduct
 - equal employment opportunity, equity and diversity principles
 - principles of personal career planning

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPGOV202B Use routine workplace communication techniques
 - PSPGOV203B Deliver a service to clients
 - PSPGOV204B Access and use resources
 - PSPGOV205B Participate in workplace change
 - PSPGOV206B Handle workplace information
 - PSPGOV208A Write routine workplace materials
 - PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in a public sector environment

Where and how to

Valid assessment of this unit requires:

assess evidence

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working in a public sector environment, including coping with difficulties, irregularities and breakdowns in routine
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Legislation may include:

- anti-discrimination

	<ul style="list-style-type: none"> • duty of care • employee relations • employment • equal employment opportunity • fraud control • freedom of information • government security management • occupational health and safety • privacy • public sector management • whistleblowers protection • workplace diversity • workplace harassment • international legislation/codes of practice
Guidelines may include:	<ul style="list-style-type: none"> • public sector standards • relevant public sector code of ethics • organisational code of conduct • organisational mission and values statements • organisational procedures/guidelines • government policy • Ministerial directions • directives from head of organisation • standard operational procedures
Key principles may include:	<ul style="list-style-type: none"> • honesty and integrity • confidentiality and non-disclosure of official information • security of information, resources, facilities and people • due care and diligence • avoiding conflicts of interest • obeying lawful and reasonable direction • compliance with the law
Clients may include:	<ul style="list-style-type: none"> • the public • private enterprise • other public sector organisations • internal clients • the Minister
Sources of assistance may include:	<ul style="list-style-type: none"> • colleagues • immediate supervisor • line management • human resources personnel • workplace representatives/union personnel
Organisational	<ul style="list-style-type: none"> • mission and values statements

<i>procedures</i> may include:	<ul style="list-style-type: none"> • organisational charts • strategic plans • business unit and work area plans • customer service charters • induction materials • standard operating procedures • relevant workplace agreements • disciplinary processes • grievance procedures • advertising materials • Internet and/or intranet web pages
<i>Individual differences</i> may include:	<ul style="list-style-type: none"> • age • cultural background • disability • educational level • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language • life experience • marital status • personality • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experience • working styles
<i>Colleagues</i> may include:	<ul style="list-style-type: none"> • peers • junior staff • internal stakeholders • external stakeholders/clients/customers • supervisors and senior management

<i>Emotional intelligence</i> is:	<ul style="list-style-type: none"> • widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions • characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)
<i>Advice</i> may include:	<ul style="list-style-type: none"> • formal/informal performance appraisals • feedback from supervisors and colleagues • reflection/comment on personal goals • vocational/career counselling

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV204B Access and use resources

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the use of resources required to achieve work objectives. It includes accessing and using resources and administering physical resource usage.

In practice, accessing and using resources may overlap with other generalist or specialist public sector work activities such as communicating in the workplace, delivering client service, using technology, handling information, etc.

This is one of 5 units of competency in the *Working in Government and Management* Competency Fields that deal with resources. Related units are:

- PSPGOV305B Access and use resources and financial systems
- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV503B Coordinate resource allocation and usage
- PSPMNGT602B Manage resources
-

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Access and use resources | 1.1 <i>Resources</i> required to achieve work outcomes are identified and accessed in accordance with <i>legislation and organisational policy and procedures</i> .
1.2 Resources are used efficiently and effectively and in accordance with legislation, organisational policy and procedures. |
| 2. Administer physical resources | 2.1 Supplies and materials required to support the operation of the workgroup are obtained and maintained.
2.2 <i>Records</i> of resource usage are maintained as required by the organisation/work unit.
2.3 Orders are processed in a timely manner and in accordance with defined organisational procedures.
2.4 Supplies and materials are stored in accordance with organisational procedures and to reduce theft and fraudulent activity. |

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recordkeeping
- reading materials such as legislation and operational procedures related to resources and finances
- completing and processing orders requiring both literacy and numeracy
- securing information and resources
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of resource use

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation and operational procedures relating to accessing and using resources
- security requirements for resources, facilities, people and information
- principles of fraud control in the public sector
- principles of financial management and stock handling
- occupational health and safety requirements
- environmental and sustainability requirements
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPGOV201B Work in a public sector environment
 - PSPGOV202B Use routine workplace communication techniques
 - PSPGOV203B Deliver a service to clients
 - PSPGOV206B Handle workplace information
 - PSPGOV207B Use technology in the workplace
 - PSPGOV208A Write routine workplace materials
 - PSPOHS201B Follow workplace safety procedures

Overview of evidence

In addition to integrated demonstration of the elements and their

requirements	<p>related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none">• the knowledge requirements of this unit• the skill requirements of this unit• application of Employability Skills as they relate to this unit• resources accessed and used in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none">• legislation, policy, procedures and protocols relating to resource access and use• case studies and workplace scenarios to capture the range of situations likely to be encountered when accessing and using resources
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none">• a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when accessing and using resources, including coping with difficulties, irregularities and breakdowns in routine• resources accessed and used in a range of (3 or more) contexts (or occasions, over time). <p>Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:</p> <ul style="list-style-type: none">• people with disabilities• people from culturally and linguistically diverse backgrounds• Aboriginal and Torres Strait Islander people• women• young people• older people• people in rural and remote locations. <p>Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:</p> <ul style="list-style-type: none">• demonstration• portfolios• projects• questioning• scenarios• simulation or role plays• authenticated evidence from the workplace and/or training courses
For consistency of	<p>Evidence must be gathered over time in a range of contexts to</p>

assessment ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<i>Resources</i> may include:	<ul style="list-style-type: none"> • information, knowledge and other intellectual resources • finances • facilities • equipment • stock and supplies • dealing with other organisations' requirements
<i>Legislation, organisational policy and procedures</i> may include:	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • financial management acts • privacy legislation • freedom of information • copyright • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation • consumer legislation • environmental legislation • risk management guidelines • ethics and accountability standards • public sector standards • fraud control standards • government security standards • organisational policy, procedures and protocols
<i>Records</i> may include:	<ul style="list-style-type: none"> • computerised and manual • financial statements • mail • file maintenance • stock list control

	<ul style="list-style-type: none">• order forms• petty cash forms
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV207B Use technology in the workplace

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers various applications of technology and their use to achieve work outcomes. It includes selecting, using and maintaining technology.

In practice, using technology in the workplace may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, delivering client service, using resources, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Select and use technology

- 1.1 The technology requirements of tasks are assessed and *technology* and/or *software applications* are selected in accordance with task requirements and available workplace resources.
- 1.2 Work area, furniture and equipment are adjusted and used in accordance with ergonomic requirements.
- 1.3 Technology/software is *used* to achieve work outcomes in accordance with organisational *guidelines* and occupational health and safety requirements.
- 1.4 Manuals, training booklets, online/telephone assistance or help-desks are used to overcome basic difficulties with technology, and more complex problems are referred for assistance in accordance with organisational policy and procedures.
- 1.5 Technology and data are secured in accordance with legislation, policy and procedures.

2. Maintain technology

- 2.1 *Routine maintenance* is carried out and/or arranged to ensure that technology is maintained in accordance with manufacturers' instructions and organisational requirements.
- 2.2 *Equipment faults* are corrected or reported in accordance with manufacturers' instructions and service agreements.
- 2.3 Technology consumables are replaced as they are used in accordance with manufacturers' instructions and organisational requirements.
- 2.4 Use of technology and disposal of *used consumables* meets government and organisational *environmental policies*.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for

this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning technology use
- identifying work requirements and selecting the equipment and software application of best fit in terms of timeliness, cost effectiveness, occupational health and safety conditions
- using a keyboard
- using a range of technology applications
- using communication to request advice, receive feedback and work with others
- applying problem solving in relation to routine problems
- following manufacturers' instructions
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of using workplace technology

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, procedures and guidelines relating to the use of technology in the workplace
- occupational health and safety procedures and regulations
- logon, backup, virus protection and shutdown procedures for computer equipment
- basic technical terminology in relation to reading manuals and help files
- methods of detecting faults in and solving problems with business technology
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to any of the generalist public sector specific units at Certificate II or above, particularly:
 - PSPGOV201B Work in a public sector environment
 - PSPGOV202B Use routine workplace communication

techniques

- PSPGOV203B Deliver a service to clients
- PSPGOV204B Access and use resources
- PSPGOV205B Participate in workplace change
- PSPGOV206B Handle workplace information
- PSPGOV208A Write routine workplace materials

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

The unit relates to the application of technology as a transferable competency. It is not necessary to assess (or address) an exhaustive range of equipment, rather attention should be given to the different kinds of technology that can be used and the selection of the 'technology of best fit' for the task. (Is it better/more economical to print one master copy, and photocopy multiples, or print multiple copies direct from the computer? I need a graph - do I use a word processing or spreadsheet application?)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of technology in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using technology in the workplace

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using technology in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- correct use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women

- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from workplace training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Technology</i> covers all equipment used in the workplace and may include:</p>	<ul style="list-style-type: none"> • computer facsimiles • computer technology, such as laptops, notebooks, palm pilots and personal computers • datashow projectors • digital cameras • electronic whiteboards • facsimile machines • keyboards • modems • mouses • multifunction scanners/faxes/printers • pagers • photocopiers • printers

	<ul style="list-style-type: none"> • routers • scanners • tape/MD recorders • telephones/mobiles/wireless telephones • video cameras • wireless technology equipment • zip drives
Software applications may include:	<ul style="list-style-type: none"> • email • Internet • instant messages • word processing • spreadsheets • databases • accounting • presentation packages
Use of technology may include:	<ul style="list-style-type: none"> • information searches • data storage, retrieval and analysis • numerical calculations • presentation of information • copying information • communication • Internet • Email
Guidelines may include:	<ul style="list-style-type: none"> • work unit and organisation standards • occupational health and safety policies and procedures • environmental procedures • manufacturers' operating instructions • ethical considerations
Routine maintenance may include:	<ul style="list-style-type: none"> • regular checking of equipment • replacing consumables • 'in-house' cleaning and servicing of equipment according to manufacturers' guidelines • periodic servicing by qualified or manufacturer-approved technician
Equipment faults may be identified or countered by:	<ul style="list-style-type: none"> • routine checking of equipment • preparation of a maintenance program • encouraging feedback from work colleagues • regular back-ups of data • keeping a log book of detected faults • regular occupational health and safety inspections • checking that repairs have been carried out

<i>Used consumables</i> may include:	<ul style="list-style-type: none">• ink cartridges• toner cartridges• print heads• CD-ROMs• zip disks• floppy disks• backup tapes
<i>Environmental policies</i> may cover:	<ul style="list-style-type: none">• type of paper• recycling requirements

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV315A Give and receive workplace feedback

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers feedback in the workplace, both giving and receiving. It includes seeking and acting on workplace feedback, and providing informal as well as formal feedback in the workplace.

In practice, giving and receiving feedback may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, contributing to the workgroup, building networks, etc.

This is one of 4 units in the *Working in Government* and *Management* Competency Fields that deal with performance. Related units are:

- PSPGOV416A Monitor performance and provide feedback
- PSPGOV519A Manage performance
- PSPMNGT603B Facilitate people management
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Seek and act on workplace feedback

- 1.1 *Feedback* on performance and *other workplace issues* is sought from *others* in accordance with organisational policy and procedures.
- 1.2 Feedback is discussed, questions asked to clarify understanding, and active listening used to ensure understanding of the issues and any constructive suggestions.
- 1.3 *Diversity issues* are considered when evaluating feedback to ensure correct interpretation.
- 1.4 Suggestions for improvements made by other workgroup members are considered objectively and implemented where appropriate.

2. Provide informal feedback in the workplace

- 2.1 Informal feedback is given regularly, in a timely manner, in accordance with workplace procedures and protocols.
- 2.2 Evidence from a range of sources is considered in providing feedback in the workplace.
- 2.3 The opinions of others are considered when providing informal feedback.
- 2.4 Performance of self and others is evaluated and confirmed with workgroup members.
- 2.5 *Strategies/opportunities for continuous improvement* are planned and implemented in consultation with the workgroup, and notable performance is recognised in accordance with organisational policy and procedures.

3. Provide formal

- 3.1 Where they exist, processes/*guidelines* for providing *formal*

ELEMENT	PERFORMANCE CRITERIA
feedback in the workplace	<p><i>feedback</i> are used to ensure feedback meets purpose/s for which it is required.</p> <p>3.2 <i>Standards/criteria</i> for feedback are identified and clarified.</p> <p>3.3 Written or verbal feedback is prepared to address required criteria and purpose in accordance with <i>legislation, policy and procedures</i>.</p> <p>3.4 Where others disagree with feedback provided, their opinions and ideas are considered objectively and the feedback is amended or supported in line with organisational procedures.</p> <p>3.5 Agreement with those seeking formal feedback is negotiated and documented regarding any actions/follow-up as a result of feedback.</p> <p>3.6 Where agreement cannot be reached, reports are prepared and further action is taken if necessary, in accordance with organisational policy and procedures.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using techniques for maintaining objectivity while giving and receiving feedback
- using a range of communication techniques with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- evaluating workplace performance and issues affecting clients and others
- responding to diversity, including gender and disability
- applying legislation such as occupational health and safety and environment in the context of giving and receiving feedback

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations, policies, procedures and guidelines relating to giving and receiving feedback
- organisation policies, practices and procedures relating to feedback
- workplace performance requirements and issues
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV307B Organise workplace information
 - PSPGOV308B Work effectively with diversity
 - PSPGOV312A Use workplace communication strategies
 - PSPGOV313A Compose workplace documents
 - PSPGOV314A Contribute to conflict management
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- feedback given and received in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to feedback in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when giving and receiving workplace feedback

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving and receiving workplace feedback, including coping with difficulties, irregularities and

breakdowns in routine

- feedback given and received in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Feedback on performance</i> may include:</p>	<ul style="list-style-type: none"> • client feedback • 360° feedback • feedback from assessors • performance feedback

	<ul style="list-style-type: none"> • feedback on a job application
<i>Other workplace issues</i> may include:	<ul style="list-style-type: none"> • personal presentation • attitude • style, tone and form of language used • body language • cultural interactions • equity and diversity • telephone manner • client service manner
<i>Others</i> may include:	<ul style="list-style-type: none"> • team members • colleagues • superiors • subordinates • clients • assessors • performance appraisers • referees • interview panels • validators
<i>Diversity issues</i> may include:	<ul style="list-style-type: none"> • accepting that different ways of working and communicating are valid • focus on outcomes rather than process so that different ways of reaching the same end are not raised as negative feedback • interpreting feedback in light of diversity considerations • using culturally appropriate verbal and non-verbal language
<i>Strategies/opportunities for continuous improvement</i> may include:	<ul style="list-style-type: none"> • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • work experience/exchange/opportunities • personal study • career planning/development • learning pathways.
<i>Guidelines</i> may include:	<ul style="list-style-type: none"> • sources of evidence • feedback methods/decisions • how to provide feedback • who gets feedback • appeal processes • grievance processes • dispute resolution processes • confidentiality • privacy

	<ul style="list-style-type: none"> • freedom of information requirements
<i>Formal feedback</i> may be required by:	<ul style="list-style-type: none"> • peers • managers/supervisors/team leaders • employees • teams and team members • clients/customers • job applicants (360° feedback)
<i>Standards/criteria</i> may include:	<ul style="list-style-type: none"> • selection criteria • best practice standards • organisational practice standards • competencies • service level standards • codes of ethics/conduct • legislation/regulations
<i>Legislation, policy and procedures</i> may include:	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • privacy legislation • freedom of information • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation • environmental legislation • ethics and accountability standards • public sector standards • organisational policy, procedures and protocols • international legislation/codes of behaviour

Unit Sector(s)

Not applicable.

Competency field

Working in Government

PSPGOV403B Use resources to achieve work unit goals

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers organisation of available resources at a senior operative rather than managerial level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

In practice, using resources to achieve work unit goals may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This is one of 5 units of competency in the *Working in Government and Management* Competency Fields that deal with resources. Related units are:

- PSPGOV204B Access and use resources
- PSPGOV305B Access and use resources and financial systems
- PSPGOV503B Coordinate resource allocation and usage
- PSPMNGT602B Manage resources

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Acquire and apply available resources

1.1 Available *resources* are identified and gaps filled in accordance with *work unit plans*.

1.2 *Procedures* are applied that promote efficient, economical and effective allocation and distribution of resources.

1.3 Acquisition and storage of resources is carried out in accordance with *legislation, organisational policy and procedures*.

1.4 Resource handling is undertaken in accordance with established work practices and guidelines, including occupational health and safety and security requirements.

2. Monitor and report on resource usage

2.1 Trends on resource usage are monitored and reported in accordance with organisational requirements.

2.2 Records of resource usage are maintained in accordance with relevant legislation and guidance.

2.3 Relevant financial and resource management systems are operated in accordance with organisational policy and procedures.

2.4 Resource shortfalls are identified and recommendations made to address these.

3. Maintain resources

3.1 Resources are maintained in accordance with manufacturers'

ELEMENT

PERFORMANCE CRITERIA

- and organisational guidelines and service contracts.
- 3.2 Maintenance of resources is organised to facilitate work practices and outcomes.
- 3.3 Contingency plans are developed to ensure operational continuity.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- using a range of communication methods with a diverse range of people including maintenance contractors, work unit members, managers etc on a range of resource related matters
- responding to diversity, including gender and disability
- monitoring outcomes
- applying public sector legislation, including occupational health and safety and environmental requirements in the context of resource usage, storage and maintenance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures
- occupational health, safety and environmental and sustainability requirements in the context of resource usage, storage and maintenance
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance

Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV404B Develop and implement work unit plans
 - PSPGOV406B Gather and analyse information
 - PSPGOV408A Value diversity
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV413A Compose complex workplace documents
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to resource usage, storage and maintenance
- workplace technology for resource ordering, managing and financial requirements
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using resources to achieve work unit goals

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using resources to achieve work unit goals, including coping with difficulties, irregularities and

breakdowns in routine

- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Resources</i> may include:</p>	<ul style="list-style-type: none"> • knowledge, information and other intellectual resources • human resources • finances • facilities • equipment

	<ul style="list-style-type: none"> • stock and supplies
<i>Work unit plans</i> may include:	<ul style="list-style-type: none"> • resource plans • project plans • daily plans • budgets • business plans
<i>Procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • financial and accounting procedures and reporting requirements • audit and legislative requirements
<i>Legislation, organisational policy and procedures</i> may include:	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • financial management acts • privacy legislation • freedom of information • copyright • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation • consumer legislation • environment and sustainability legislation. • risk management guidelines • ethics and accountability standards • public sector standards • fraud control standards • government security standards • organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV404B Develop and implement work unit plans

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. It includes participating in the planning activities of the work unit, preparing individual work plans, and implementing and evaluating work plans.

In practice, development and implementation of work plans may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units in the *Working in Government* and *Management* Competency Fields that deal with working with others. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV511A Provide leadership
- PSPGOV516A Develop and use emotional intelligence
- PSPGOV604A Foster leadership and innovation
- PSPMNGT701B Provide strategic

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| <p>1. Participate in planning activities</p> | <p>1.1 Contributions are made to planning that reflect a knowledge of corporate goals and their relationship to work unit and individual plans.</p> <p>1.2 Consideration of <i>workplace requirements</i> is reflected in contributions to <i>work unit plans</i>.</p> <p>1.3 Planning activities are completed as requested within the defined timeframe and meet the organisation's requirements.</p> <p>1.4 Feedback is sought and acted on in relation to effectiveness of input to planning activities.</p> |
| <p>2. Prepare individual work plans</p> | <p>2.1 Work plan objectives are linked to and consistent with organisational and work unit aims.</p> <p>2.2 Objectives are stated as measurable targets with clear performance indicators.</p> <p>2.3 Innovative and cost-effective options for achieving objectives are explored and aligned to organisational aims.</p> <p>2.4 Individual work plans are used to promote the achievement of work unit objectives and to reflect personal and organisational accountability to all clients.</p> <p>2.5 Collaborative planning with other workgroup members is used to integrate individual plans and build working relationships.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Implement and evaluate work plans	<p>3.1 Work methods and practices to implement plans are identified in consultation with others.</p> <p>3.2 Workload and work flows are monitored and balanced.</p> <p>3.3 Work is completed in accordance with work plans and meets time and workplace requirements, <i>legislation, policies and procedures</i>.</p> <p>3.4 Problems in implementing work plans are monitored and solutions are proposed within area of responsibility.</p> <p>3.5 Work plans are revised according to changes in work priorities and organisational needs.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning own work to achieve goals
- engaging in collaborative planning with other workgroup members
- applying problem solving
- monitoring and evaluation of progress towards work unit goals
- negotiating goals and outcomes
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of work planning

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work planning in the public sector
- effective planning processes
- policies and procedures on sustainable practice
- corporate goals or aims
- organisational procedures
- importance of aligning work unit plans with organisational goals
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of work planning

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD401A Create and maintain profiles
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV405B Provide input to change processes
 - PSPGOV406B Gather and analyse information
 - PSPGOV408A Value diversity
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV413A Compose complex workplace documents
 - PSPGOV417A Identify and treat risks
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs
 - PSPPM401B Design simple projects
 - PSPPM402B Manage simple projects
 - PSPPROC410A Administer contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work planning in the public sector

Where and how to assess evidence

- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and implementing work unit plans

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and implementing work unit plans, including coping with difficulties, irregularities and breakdowns in routine
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the

Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Workplace requirements</i> may relate to:</p>	<ul style="list-style-type: none"> • staffing procedures • resourcing allocations and requirements • identified timeframes • relevant legislation affecting organisational administration • organisation, corporate and strategic plans and activity calendars • relevant industrial awards • financial circulars (or equivalent) • organisation financial and personnel management guidelines • technology and data associated with work • environmental and sustainability practices
<p><i>Work unit plans</i> may include:</p>	<ul style="list-style-type: none"> • daily/weekly/monthly work unit plans • project plans • specific purpose plans including equal employment opportunity, industrial democracy and occupational health and safety • resource plans
<p><i>Legislation, policy and procedures</i> may include:</p>	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • financial management acts • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation • consumer legislation • environmental and sustainability legislation • risk management guidelines. • ethics and accountability standards • public sector standards • fraud control standards • government security standards • organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV405B Provide input to change processes

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers understanding the reasons for change and initiating specific changes related to the work unit. It includes suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process.

In practice, providing input to change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units of competency in the *Working in Government and Management* Competency Fields that deal with change. Related units are:

- PSPGOV205B Participate in workplace change
- PSPGOV306B Implement change
- PSPGOV514A Facilitate change
- PSPMNGT604B Manage change
- PSPMNGT703A Lead and influence change

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Suggest options and opportunities for change | 1.1 The need for change in work practice within the work unit is identified, suggestions sought and options devised.
1.2 Options and opportunities for change are suggested to improve efficiency and effectiveness of the workgroup and the work environment.
1.3 The broader workplace context, including future trends, is taken into account in suggestions for change.
1.4 <i>Risk factors</i> affecting change are analysed to identify possible constraints. |
| 2. Encourage commitment to workplace change | 2.1 Positive encouragement is provided to implement workplace change.
2.2 The needs and viewpoints of individuals are identified and considered when implementing change.
2.3 Communication strategies are developed and support is provided to colleagues on adjusting to change.
2.4 Issues requiring further action are identified and dealt with in accordance with <i>legislation, policy and procedures</i> . |
| 3. Monitor and evaluate change | 3.1 Implementation of change is monitored and feedback on individual and group work practices is prompt and constructive.
3.2 Suggestions for improvements made by workgroup members |

ELEMENT	PERFORMANCE CRITERIA
	are positively received and acted on where appropriate.
	3.3 Work activities are evaluated based on feedback from workgroup members and other <i>stakeholders</i> .
	3.4 <i>Evidence and information</i> is collected on the impact of change, is accurate, relevant and reported according to organisational requirements.
	3.5 Recommendations for improving methods or techniques to manage change are <i>negotiated</i> in accordance with organisational policy and procedures.
	3.6 Learning from the implementation of change are identified, shared with others and transferred to other change initiatives.
4. Deal with ambiguities in the change process	4.1 The need to operate within constraints beyond one's own control is recognised and accepted.
	4.2 Areas of ambiguity in proposed change are identified.
	4.3 Options for dealing with ambiguity and criteria for assessing those options are developed and communicated to the workgroup.
	4.4 Best option is selected, work is undertaken and ambiguity handled in accordance with option determined.
	4.5 The impact of change and identified related issues are communicated to management as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of individuals at different levels in the organisation
- applying problem solving strategies in the context of managing ambiguity and change
- working in teams
- applying monitoring and observation methods
- giving and receiving feedback, including 'managing upwards'
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy and procedures relating to public sector workplaces
- a range of change management models and their application to the work environment
- organisational structure and culture
- the nature of change and its effects in the workplace, including occupational health and safety issues such as workplace stress
- group dynamics
- emotional intelligence
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units that must be achieved **prior** to this unit: Nil*
- *Co-requisite units that must be assessed **with** this unit: Nil*
- *Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:*
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV406B Gather and analyse information
 - PSPGOV408A Value diversity
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV414A Provide workplace mentoring
 - PSPGOV416A Monitor performance and provide feedback
 - PSPGOV418A Develop internal and external networks
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of input to change in a range of (3 or more) contexts

(or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- a range of change management models and their application
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing input to change processes

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing input to change processes, including coping with difficulties, irregularities and breakdowns in routine
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<i>Risk factors</i> may include:	<ul style="list-style-type: none"> • disturbances to workflow • confusion/loss of confidence • budget constraints • supplier problems • product/service delivery problems • time delays • ineffective communication • lack of participation/buy in of staff in workplace change leading to resistance and conflict
<i>Change</i> may include:	<ul style="list-style-type: none"> • imposed change • self-initiated change • implementation of new work practices • legislative change • changes in the machinery of government • organisational restructuring • technology transfer to the workplace • changing work practices and procedures • staffing changes • shared services environment
<i>Legislation, policy and procedures</i> may include:	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation • government policy • public sector code of ethics • national standards • the organisation's policies and practices • environmental or sustainability practices • organisational code of conduct
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including: • employees at all levels of the organisation • clients • other public sector organisations • community organisations • private sector organisations

	<ul style="list-style-type: none"> • union and association representatives • boards of management • government • Ministers
<i>Evidence and information</i> may include:	<ul style="list-style-type: none"> • client surveys • employee satisfaction feedback • industrial disputes • supplier feedback • productivity/efficiency measures • cost savings
<i>Negotiation</i> may include:	<ul style="list-style-type: none"> • assertiveness • collaboration • solution designing • confidence building • conflict reduction • stress management • empathising • techniques such as: <ul style="list-style-type: none"> • speaking skills • presentation techniques • effective listening • questioning techniques • verbal and non-verbal communication • using personal attributes • culturally appropriate strategies • constructive feedback • issues identification • exploring options • identifying areas of agreement • recording agreements. • clarifying • restating position • summarising progress • deferring decision • preparing a compromise • using a mediator/third party

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV406B Gather and analyse information

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

In practice, gathering and analysing information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering evidence, carrying out projects, using financial processes, identifying and treating risks, monitoring for fraud, undertaking, court listings, conducting claim assessments, etc.

This is one of 5 units of competency in the *Working in Government and Management* Competency Fields that deal with information/knowledge management. Related units are:

- PSPGOV206B Handle workplace information
- PSPGOV307B Organise workplace information
- PSPGOV504B Undertake research and analysis
- PSPMNGT614A Facilitate knowledge management

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Identify and collect information | <p>1.1 Nature, extent and purpose of required <i>information</i> is identified.</p> <p>1.2 Internal and external <i>sources</i> are identified and accessed to produce required information in accordance with <i>legislation, policy and procedures</i>.</p> <p>1.3 Information is collected, organised, recorded and reported in accordance with organisational procedures and defined guidelines.</p> <p>1.4 Information collected is organised in a way which enables easy access and retrieval by other staff.</p> |
| 2. Analyse and interpret information | <p>2.1 Information and its sources are critically evaluated for relevance and validity to business/client requirements.</p> <p>2.2 Basic <i>analysis of information</i> is undertaken as required to identify key issues.</p> <p>2.3 More detailed analysis of information is carried out as required using relevant techniques including mathematical calculations and methods for numerical/graphical information.</p> |
| 3. Develop and apply workable solutions | <p>3.1 Workable solutions to business/client requirements are developed on consideration of analysed information.</p> <p>3.2 Proposed solutions are communicated or implemented as</p> |

ELEMENT	PERFORMANCE CRITERIA
4. Present information	<p>required.</p> <p>4.1 Information is reported in the required format, style, structure and timeframe.</p> <p>4.2 <i>Information is presented</i> in required medium in accordance with organisational requirements using relevant technology.</p>
5. Maintain information	<p>5.1 A range of standard and complex <i>information systems</i> and operations is used in accordance with organisational policy and procedures.</p> <p>5.2 Information and records are maintained in accordance with organisational procedures to ensure data and system integrity.</p> <p>5.3 Routine data and records are reconciled as required.</p> <p>5.4 Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- using problem solving and referring problems as required
- applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information

- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information
- public sector standards
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPCRT407A Undertake court listings
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPFIN401A Use public sector financial processes
 - PSPFRAU401B Monitor data for indicators of fraud
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPGOV405B Provide input to change processes
 - PSPGOV407B Provide a quotation
 - PSPGOV417A Identify and treat risks
 - PSPGOV422A Apply government processes
 - PSPIM401A Conduct initial claim assessments
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPPM404A Carry out simple project activities
 - PSPREG411A Gather information through interviews

- PSPREG412A Gather and manage evidence
- PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information research, presentation and management
- access to electronic information/records management systems
- Case studies and workplace scenarios to capture the range of situations likely to be encountered when gathering and analysing information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and analysing information, including coping with difficulties, irregularities and breakdowns in routine
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios

- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Information may include:

- legislation, guidelines and awards
- organisation, legal and policy materials
- client information
- market trends
- media reports
- registries and file records
- library materials
- financial records
- basic statistical information
- human resources/personnel records
- asset records
- meta-data

Sources of information may include:

- those internal to the organisation such as:
 - intranet
 - databases/files
 - library collections
 - internal publications
 - annual reports
 - newsletters
 - other staff
- those external to the organisation such as:
 - Internet
 - local, state, national and international libraries and archives
 - other organisations' publications

	<ul style="list-style-type: none"> • staff in external organisations
Legislation, policy and procedures may include:	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property • government policy • public sector code of ethics • national standards • Australian standards such as records management, knowledge management, risk management • the organisation's policies/practices/code of conduct
Analysis of information may include:	<ul style="list-style-type: none"> • qualitative analysis • quantitative analysis • critical analysis • problem solving • matching • statistical analysis • mathematical calculations • forecasting
Presentation of information may include:	<ul style="list-style-type: none"> • routine reports and submissions • briefing notes, Ministerials • proposals, project plans • articles and promotional material • tabular or graphical presentation • overhead transparencies • slideshow data presentation • face-to-face • telephone
Information systems may include:	<ul style="list-style-type: none"> • file/records management systems • personnel/human resources systems • specific purpose databases • library systems • data warehouse systems • web sites • financial information systems • workplace communication systems

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV417A Identify and treat risks

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the *Working in Government and Management* Competency Fields that deal with risk. Related units are:

- PSPGOV517A Coordinate risk management
- PSPMNGT608B Manage risk
- PSPMNGT704A Undertake enterprise risk management
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication
-

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 The nature and extent of the work activity are established within the broader <i>organisational context</i> .
	1.2 The outcomes to be achieved are identified and documented as required.
	1.3 The relationship between the activity and its environment is analysed and critical <i>factors</i> in the environment that may impact on the achievement of outcomes are identified.
	1.4 <i>Stakeholders</i> are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it.
	1.5 <i>Risk evaluation criteria</i> are determined for the activity in accordance with <i>legislation, policy and procedures</i> related to <i>risk management</i> in the organisation.
2. Identify risks	2.1 <i>Method/s for identifying risks</i> are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken.

ELEMENT**PERFORMANCE CRITERIA**

- 2.2 *Sources of risk* are identified and documented as required.
- 2.3 *Risk events* related to each source of risk are identified and recorded in accordance with risk management policy and procedures.
- 2.4 Consultation and communication is undertaken to ensure all possible risks are identified.
- 3. Analyse risks**
- 3.1 The *probability of identified risks* occurring is analysed and rated in accordance with risk management policy and procedures.
- 3.2 The *consequences of identified risks* occurring are analysed and rated according to organisational procedures.
- 3.3 Current *control measures* for any of the identified risks are considered in the risk analysis, and residual risks are analysed and included if necessary.
- 3.4 *Levels of risk* are determined in accordance with risk matrix used by the organisation.
- 3.5 Consultation/communication is undertaken as required to confirm risk levels, and *analysis is documented* in accordance with organisational risk management procedures.
- 4. Evaluate risks**
- 4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process.
- 4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered.
- 4.3 Potential and actual losses which may arise from the risk are considered.
- 4.4 Benefits and opportunities presented by the risk are taken into account.
- 4.5 Risks are identified as *acceptable* or *unacceptable* in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures.
- 4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented.
- 5. Treat risks**
- 5.1 *Options for treating risks* are determined in accordance with risk management policy and procedures.
- 5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits.
- 5.3 A *risk treatment plan* is prepared, approved and communicated to those who will be involved in implementation.

ELEMENT	PERFORMANCE CRITERIA
6. Monitor and review risk treatment plan	<p>5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures.</p> <p>5.5 <i>Resources</i> are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures.</p> <p>6.1 <i>Changes</i> in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments.</p> <p>6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective.</p> <p>6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time.</p> <p>6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation.</p> <p>6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required.</p> <p>6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk

management

- AS/NZS ISO31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPFIN401A Use public sector financial processes
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV405B Provide input to change processes
 - PSPGOV406B Gather and analyse information
 - PSPGOV409A Provide support to Parliament
 - PSPGOV422A Apply government processes
 - PSPGOV419A Work with interpreters
 - PSPLAND402A Undertake native title assessments
 - PSPPM405A Administer simple projects
 - PSPPROC410A Administer contracts
 - PSPREG406C Make arrests
 - PSPSEC405A Handle security classified information

Overview of evidence

In addition to integrated demonstration of the elements and their

requirements

related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- other national and international risk management standards
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios

- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Organisational context</i> may include:</p>	<ul style="list-style-type: none"> • the organisation, how it is organised, and its capabilities • the organisation's functions: <ul style="list-style-type: none"> • political • operational • financial • social • legal • commercial • the various stakeholders and clients • any official resources, including physical areas and assets, that are vital to the operation of the organisation • key operational elements and services of the organisation • any major projects • the relationship between the organisation and the environment in which it operates
<p><i>Environmental factors</i> may be:</p>	<ul style="list-style-type: none"> • social • economic • legal • technological • environmental
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • employees • managers • volunteers • unions • financial managers • self-insurers

	<ul style="list-style-type: none"> • clients • suppliers • contractors • service providers • community organisations • the public
Risk evaluation criteria are:	<ul style="list-style-type: none"> • used to rank risks and decide whether they are acceptable or not • affected by: <ul style="list-style-type: none"> • legal requirements • perceptions of internal/external stakeholders • cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred
Legislation, policy and procedures may include:	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation relating to risk management • national and international codes of practice and standards, such as SIRCA 8001:2003 • the organisation's risk management policies and practices • codes of conduct/codes of ethics • AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines • HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004 • ISO Guide 73:2009 Risk Management, Vocabulary • professional standards for risk management, for example certified practising risk manager (CPRM) • jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au
Risk management:	<ul style="list-style-type: none"> • is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities. • may be considered in relation to an organisation's: <ul style="list-style-type: none"> • people • assets and physical environment • reputation and image • legal issues • business continuity • finances • may include written procedures to ensure staff know: <ul style="list-style-type: none"> • what • how • when, and

	<ul style="list-style-type: none"> • by whom, action is to be taken to treat risks in the organisation
Methods for identifying risks may include:	<ul style="list-style-type: none"> • analysis of past records • personal, local or overseas experience • interviews/discussions with stakeholders • surveys/questionnaires • audits and physical inspections • observation of activity • analysis of scenarios • research of external sources • using industry experts/consultants
Risks may include:	<ul style="list-style-type: none"> • physical injury or death • failure of machinery or equipment • breaches of security • fraud • litigation • client dissatisfaction • unfavourable publicity
Risks may be:	<ul style="list-style-type: none"> • internal • external • random • real • perceived
Sources of risk may include:	<ul style="list-style-type: none"> • human behaviour • technology/technical issues • occupational health and safety • legal • political • property/equipment • environmental • financial/market • natural events
Risk events are:	<ul style="list-style-type: none"> • what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)
Probability of identified risk may be:	<ul style="list-style-type: none"> • almost certain • likely • possible • unlikely • rare
Consequences of	<ul style="list-style-type: none"> • insignificant • minor

<i>identified risk</i> may be:	<ul style="list-style-type: none"> • moderate • major • catastrophic
<i>Control measures</i> may:	<ul style="list-style-type: none"> • reduce the probability of the risk occurring, the consequences of the risk, or both • include: <ul style="list-style-type: none"> • training • supervision • minimising/restricting exposure • physical barriers • relocation
<i>Level of risk</i> may be:	<ul style="list-style-type: none"> • low - treated with routine procedures • moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high - requiring action, as it has potential to be damaging to the organisation • extreme - requiring immediate action, as the potential could be devastating to the organisation
<i>Documentation of analysis</i> may include:	<ul style="list-style-type: none"> • table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
<i>Acceptable risks</i> are:	<ul style="list-style-type: none"> • those which an organisation has determined have the least potential for harm • not necessarily insignificant
<i>Risks may be acceptable</i> because:	<ul style="list-style-type: none"> • the risk level is so low that it does not warrant spending time and money to treat it • the risk is low and the benefits outweigh the cost of treating it • the opportunities presented are much greater than the threat
<i>Unacceptable risks</i> are:	<ul style="list-style-type: none"> • those which an organisation has determined have the most potential for harm
<i>Options for treating risks</i> may include:	<ul style="list-style-type: none"> • avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached) • controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both • transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc • retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk
<i>Risk treatment plan</i> may	<ul style="list-style-type: none"> • sources of risk and risk events • analysis of risks - probability, consequences and risk levels

include:	<ul style="list-style-type: none"> • prioritised list of unacceptable risks • treatment options selected • person/s responsible for implementing treatment options • resources required • performance measures • timeframe for implementation • timetable for review of plan
<i>Resources</i> may include:	<ul style="list-style-type: none"> • physical - equipment, motor vehicles, furniture • human - management, employees, volunteers • financial - funding, budget allocation, sponsorship • resources that are part of the risk treatment, not just implementation of the treatment plan • training and briefing sessions • changes to the organisation's operating structure
<i>Changes</i> may mean that:	<ul style="list-style-type: none"> • new risks are created • existing risks are increased or decreased • risks no longer exist • the priority order of risks changes • risk treatment strategies are no longer effective

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV509A Conduct evaluations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers evaluation relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

In practice, conducting evaluations may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, providing client service, developing policy etc.

This is one of two competencies in the *Working in Government and Management*. Competency Fields that deal with evaluation in the public sector. The related unit is:

- PSPMNGT611A Manage evaluations
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify the purpose of the evaluation

- 1.1 The *purpose, scope* and terms of reference of the evaluation are confirmed with key *stakeholders* and approvals are gained in accordance with organisational requirement.
- 1.2 The range of documentary evidence, individuals and organisations who can provide specialist input are identified and commitment is gained for their contribution to the evaluation.
- 1.3 Information critical to the evaluation is determined to inform the selection of the evaluation methodology and tools.
- 1.4 Ownership of the evaluation data/outcomes and right of access to the reported results are determined in accordance with organisational policy and procedures.

2. Identify evaluation methodology and tools

- 2.1 *Criteria* for the evaluation and the audience for evaluation results are identified and communicated to stakeholders.
- 2.2 *Evaluation methods* are selected from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation.
- 2.3 *Measuring tools* and *media* are selected/developed to ensure valid and reliable evaluation results.
- 2.4 An evaluation strategy is formulated in consultation with key stakeholders to ensure acceptance and commitment.
- 2.5 Resource needs are determined in accordance with budgetary constraints and obtained in accordance with organisational policy and procedures.
- 2.6 *Evaluation infrastructure* is established in accordance with

ELEMENT	PERFORMANCE CRITERIA
3. Implement evaluation	<p>evaluation requirements and resource constraints.</p> <p>3.1 Implementation tasks are defined and clarified with stakeholders in accordance with the evaluation methodology.</p> <p>3.2 Evaluation strategy is implemented and data collected, collated and recorded against evaluation criteria in accordance with planned methodology.</p> <p>3.3 Expectations are managed and barriers to the evaluation are identified and addressed or referred in accordance with organisational policy and procedures.</p> <p>3.4 Progress of the evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures.</p> <p>3.5 Data is analysed/referred for specialist analysis, and results are compared with evaluation criteria.</p> <p>3.6 Preliminary results are <i>presented</i> for stakeholder feedback in accordance with organisational policy and procedures.</p> <p>3.7 The evaluation is conducted in accordance with <i>legislative and organisational requirements</i>.</p>
4. Report outcomes	<p>4.1 An evaluation report is prepared that compares outcomes to the evaluation criteria established at the outset, and provides supporting evidence in accordance with legislative and organisational requirements.</p> <p>4.2 <i>Recommendations for action</i> are made in accordance with the terms of reference and supported by the evaluation outcomes.</p> <p>4.3 Unbiased and objective evaluation outcomes are reported in a form and language to suit the intended audience of the report.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- implementing planning, research and analysis
- using negotiation and problem solving
- undertaking project management
- applying statistical analysis of evaluation data
- using a range of communication styles to communicate with different audiences and purposes

- responding to diversity, including gender and disability
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPFIN501A Apply public sector financial policies and processes
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV508A Manage conflict
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPLEGN501B Promote compliance with legislation in the

public sector

- PSPPM502B Manage complex projects
- PSPPOL501A Develop organisation policy
- PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conduct of a range of (3 or more) evaluations in different contexts

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- access to an evaluation target
- case studies and workplace scenarios

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting evaluations, including coping with difficulties, irregularities and breakdowns in routine
- conduct of a range of (3 or more) evaluations in different contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Purpose</i> of evaluation may include:</p>	<ul style="list-style-type: none"> • measuring merit/quality • measuring worth or value for a particular purpose • measuring results, outputs or outcomes • decision making • unintentional negatives
<p><i>Scope</i> may include evaluation of:</p>	<ul style="list-style-type: none"> • planning • delivery • results • needs • objectives • design • processes • inputs • outputs • outcomes • impact
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as: <ul style="list-style-type: none"> • the owner/organisation that commissioned the evaluation • those subject to the evaluation process • research staff who conduct evaluation • contractors/consultants contracted to conduct evaluation • employees at all levels of the organisation • community • clients

	<ul style="list-style-type: none"> • other public sector organisations • private sector • non-government organisations • union and association representatives • boards of management • government • Ministers
Criteria for evaluation may include:	<ul style="list-style-type: none"> • whether objectives have been met • standards against which to compare quality • baseline studies for comparison • performance measures • key success areas • key performance indicators • results/outputs/outcomes • value for money • public interest
Evaluation methods may be:	<ul style="list-style-type: none"> • qualitative • quantitative • anonymous
Measuring tools may include:	<ul style="list-style-type: none"> • surveys • interviews • questionnaires • focus groups • semi-structured interview techniques • document analysis • process analysis • observation • tests
Media for measuring tools may include:	<ul style="list-style-type: none"> • paper-based • Internet-based • email • electronic • face-to-face • telephone.
Evaluation infrastructure may include:	<ul style="list-style-type: none"> • steering committee • manager • internal/external research staff • internal/external administrative staff • office • telephone • technology

	<ul style="list-style-type: none"> • email • web site • equipment • consumables • resources including budget • internal/external specialist or technical support • contractors • consultants
<i>Presentation of information</i> may include:	<ul style="list-style-type: none"> • interim reports • progress reports • draft reports • executive summaries • to meetings, groups, seminars • Internet or email
<i>Legislative and organisational requirements</i> may include:	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law, for example: <ul style="list-style-type: none"> • Commonwealth Racial Discrimination Act • Commonwealth Human Rights and Equal Opportunity Act • Commonwealth Sex Discrimination Act • Commonwealth Disability Discrimination Act. • national and international codes of practice and standards • the organisation's policies and practices • government policy • codes of conduct • confidentiality • privacy • ethical practices and procedures • intellectual property • copyright
<i>Recommendations for action</i> may include:	<ul style="list-style-type: none"> • new goals • improvement strategies • changes to services, products • governance strategies • change management strategies • termination • replacement

Unit Sector(s)

Not applicable.

Competency field

Working in Government

PSPGOV512A Use complex workplace communication strategies

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

In practice, using complex workplace communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

- PSPGOV202B Use routine workplace communication techniques
- PSPGOV312A Use workplace communication strategies
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV605A Persuade and influence opinion
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| <p>1. Prepare for complex communication</p> | <p>1.1 <i>Communication objectives</i> are clarified, those to be <i>present</i> are confirmed and <i>communication mode</i> is identified.</p> <p>1.2 Analysis is undertaken to anticipate the likely positions to be taken by those present on the matters under discussion.</p> <p>1.3 Subject matter is researched/<i>organised</i>, key points to be conveyed are identified and recorded, and information to counter other positions is summarised.</p> <p>1.4 Requirements of <i>legislation, policy and guidelines</i> relevant to the discussion are identified and incorporated.</p> |
| <p>2. Analyse and respond to opinions</p> | <p>2.1 Discussion is evaluated to identify impartiality, bias or unsupported argument.</p> <p>2.2 Points of view of other speakers are noted and information to counter opposing views is presented objectively in accordance with required position.</p> <p>2.3 <i>Reaction to speakers</i> and their point of view is analysed to identify and manage emotional reactions and maintain objectivity.</p> <p>2.4 Opposing/challenging views are examined for their value in achieving the same ends.</p> <p>2.5 Active listening and questioning are used to clarify own</p> |

ELEMENT	PERFORMANCE CRITERIA
	understanding, challenge or justify other points of view.
3. Present a convincing argument	<p>3.1 <i>Communication approach</i> is chosen and used to suit the given audience.</p> <p>3.2 Prepared position is asserted with conviction and purpose.</p> <p>3.3 <i>Verbal and non-verbal behaviour</i> are adjusted to maintain listener interest if the audience is unresponsive.</p> <p>3.4 Questions are used to elicit feedback and check audience understanding.</p> <p>3.5 Audience questions and argument are responded to objectively, and answers are backed by reasoned explanation.</p> <p>3.6 Agreement is negotiated where possible, concluding with a summary of agreed items.</p>
4. Develop a range of communication strategies	<p>4.1 Feedback from others is obtained and the outcomes of communication are assessed.</p> <p>4.2 Lessons learnt are recorded and used to underpin future interactions.</p> <p>4.3 <i>Language structures and features</i> that influence audiences to a preferred point of view are developed and practised.</p> <p>4.4 Communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- speaking with confidence and listening critically
- clarifying meaning, exploring issues and problem solving
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in

the context of high-level communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences, such as workgroup, organisational, inter-agency
- ways to influence the interpretation of spoken communication
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of high-level communication

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV508A Manage conflict
 - PSPGOV511A Provide leadership
 - PSPGOV514A Facilitate change
 - PSPGOV515A Develop and use political nous
 - PSPGOV516A Develop and use emotional intelligence
 - PSPLEGN501B Promote compliance with legislation in the public sector

- PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of complex communication strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector communication
- current theory and practice on influencing skills for the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using complex communication strategies

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using complex communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- complex communications strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning

- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Communication objectives</i> may be to:</p>	<ul style="list-style-type: none"> • share information • reach consensus • contribute to policy • represent the business unit's position/interests in internal negotiations • resolve differences • negotiate a joint position/compromise • build reputation (of self and organisation/business unit) • market services
<p><i>Those to be present</i> may include:</p>	<ul style="list-style-type: none"> • peers • colleagues • those senior or junior to the position • staff from other agencies
<p><i>Mode of communication</i> may include:</p>	<ul style="list-style-type: none"> • telephone • teleconference • video conference • Internet (online forums) • face-to-face • one-on-one, or in a group • forum, seminar or conference
<p><i>Organisation</i> of subject matter may include:</p>	<ul style="list-style-type: none"> • identifying features, advantages and benefits and aligning evidence/examples • anticipating likely disagreements and structuring material to address these

<p><i>Legislation, policy and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to exchange of information in the public sector, such as: <ul style="list-style-type: none"> • ethics and accountability guidelines/codes of practice • information security standards • principles of equal employment opportunity, equity and diversity • freedom of information and privacy. • intellectual property • fraud standards • professional liability
<p><i>Reaction to speakers</i> may include:</p>	<ul style="list-style-type: none"> • own reaction • others present
<p><i>Communication approach</i> may include:</p>	<ul style="list-style-type: none"> • catering to political sensitivities • working within government processes and operational frameworks • balancing debate and action • consideration of wider organisational/public sector issues • speaking with confidence • cultural, ethnic, diversity or equity considerations • consultative • collaborative • assertive • reasonable • humorous
<p><i>Verbal and non-verbal behaviour</i> may include:</p>	<ul style="list-style-type: none"> • inclusive language, ideas and information • congruent speech and body language • speaking with confidence • impartiality • responsiveness • drawing on different sources of information
<p><i>Language structures and features</i> may include:</p>	<ul style="list-style-type: none"> • use of metaphors and similes • use of analogy, imagery and other comparisons • use of passive voice • using personal names repeatedly to convey intimacy or sincerity • tone, style and point of view

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

PSPGOV513A Refine complex workplace documents

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared. It includes critical analysis of workplace information, composition, revision and refinement to meet workplace requirements.

In practice, refinement of complex workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

- PSPGOV208A Write routine workplace materials
- PSPGOV313A Compose workplace documents
- PSPGOV413A Compose complex workplace documents
- PSPGOV606A Prepare high-level/sensitive written materials

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| <p>1. Critically analyse information</p> | <p>1.1 <i>Information</i> is tested for relevance, reliability, consistency and usefulness to the task/organisation.</p> <p>1.2 Fact is separated from opinion and underlying values and beliefs are identified.</p> <p>1.3 Cultural context of the information is taken into account in the analysis.</p> <p>1.4 Stereotypes, bias, prejudice and motive are recognised.</p> <p>1.5 Conclusions are drawn and a critical analysis with supporting evidence is prepared and submitted in accordance with organisational requirements.</p> |
| <p>2. Compose/refine complex documents</p> | <p>2.1 The <i>purpose</i>, audience and objectives of <i>complex documents</i> are confirmed in accordance with organisational requirements.</p> <p>2.2 <i>Structure and content</i> of document is approved in line with the purpose and intended audience.</p> <p>2.3 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content, in accordance with the nature and classification of the material.</p> <p>2.4 Information/documents provided by others are analysed for bias, gaps, the influence of values, attitudes and context, conflicting advice/evidence and political implications.</p> <p>2.5 Information is synthesised and complex documents are prepared and <i>submitted</i> in accordance with <i>organisational requirements, legislation, policy and procedures</i>.</p> <p>2.6 Feedback is provided to contributors of information/documents</p> |

ELEMENT

PERFORMANCE CRITERIA

to improve future input in a manner that provides learning opportunities for the researchers/authors.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- refining content, structure and sequence according to the required purpose of written material
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- responding to diversity, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV515A Develop and use political nous
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- case studies and workplace scenarios to capture the range of situations likely to be encountered when composing/refining complex workplace documents

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when refining complex workplace documents, including coping with difficulties, irregularities and breakdowns in routine
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p>Information for critical analysis may include:</p>	<ul style="list-style-type: none"> • applications • briefing papers • discussion papers • expert opinion • literature • plans • policy advice • project briefs • reports • research

	<ul style="list-style-type: none"> • speeches • submissions • web site information
<i>Purpose</i> may include:	<ul style="list-style-type: none"> • influencing opinion • reporting on achievement • recommending options and corresponding actions • meeting regulatory requirements • meeting public sector reporting requirements • documenting policy • developing policy • obtaining funding • providing briefing material • contributing to strategic planning • responding to enquiries/complaints
<i>Complex documents</i> may include:	<ul style="list-style-type: none"> • funding submissions • briefing papers • speeches • media briefs • position papers • discussion papers • business cases • reports • project briefs • strategic and operational plans • functional area strategy • justification for policy development • policy guidance • counter argument to submission
<i>Structure and content</i> may include:	<ul style="list-style-type: none"> • executive summary • division into sections or chapters • tables of contents and indexes • conclusions • glossaries • footnotes/end notes • references • critical analysis • facts and observations • submissions • creative ideas • recommendations and supporting arguments • opinion

	<ul style="list-style-type: none"> • anticipated arguments and rebuttals • case studies
Submission of document may include:	<ul style="list-style-type: none"> • approvals • sign-off procedures
Organisational requirements may include:	<ul style="list-style-type: none"> • use of plain English • style formats • acknowledgements • particular terminology to be used/not used: <ul style="list-style-type: none"> • acronyms • technical terms • bureaucratic language • abbreviations • requirements for minimising jargon in written materials • requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette • guidelines for illustrative items • standards for references, acknowledgements, citations, footnotes, endnotes • using particular communication channels
Legislation, policy and procedures may include:	<ul style="list-style-type: none"> • State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety • risk assessment • information security requirements • public sector standards • fraud control standards • codes of practice • codes of ethics • private or confidential materials • embargoed material • politically sensitive materials • security standards for government information

Unit Sector(s)

Not applicable.

Competency field

Working in Government

PSPLEGN401A Encourage compliance with legislation in the public sector

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to encourage others (colleagues or those supervised) in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements, and taking action on non-compliance.

In practice, encouraging compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as using government processes, delivering and monitoring client services, using resources, preparing quotations, conducting interviews, awarding contracts etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist others to comply with legislative requirements	1.1 Knowledge of the range of <i>legislation and guidelines</i> relating to the public sector workplace is regularly updated to ensure currency.
	1.2 The way various pieces of legislation are integrated to provide a legislative framework for public sector work and the key requirements of each piece of legislation are confirmed and conveyed to <i>others</i> using language and examples suited to their individual needs.
	1.3 Own work practices and procedures are used to provide a consistent model of compliance with legislative requirements relating to the public sector work environment.
	1.4 The <i>consequences of non-compliance</i> with public sector legislation are identified and conveyed to others using language and examples suited to individual needs.
	1.5 Others are assisted to locate and access current information on legislation and guidelines.
	1.6 Others are encouraged to identify and obtain advice on apparently <i>conflicting legislative requirements</i> in accordance with organisational policy and procedures.
2. Act on non-compliance	2.1 Actions that might constitute breaches of legislation are identified and discussed with others in accordance with organisational requirements.
	2.2 Possible breaches of legislation are acted upon or referred promptly to an authorised person/body in accordance with organisational procedures.
	2.3 <i>Inadequacies in workplace procedures</i> which may contribute to non-compliance are reported and addressed in accordance with organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and reading complex and formal documents such as legislation and related materials
- assisting others to apply legislation to work practices and to identify inappropriate conduct
- using guidelines to effectively administer legislative requirements
- exercising discretion in accordance with legislation and guidelines
- communicating with others involving exchanges of complex oral/written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures and encouraging others in their application

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety, and specific enabling legislation relating to the business) and the key requirements of each
- public sector codes of ethics/conduct
- consequences of non-compliance
- procedures for acting on and reporting possible breaches of legislation
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to

increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV407B Provide a quotation
- PSPGOV422A Apply government processes
- PSPPROC409A Receive and select offers
- PSPREG407B Produce formal record of interview

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when assisting others to comply with legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when encouraging compliance with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people

- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Legislation and guidelines may relate to:

- public sector standards:
 - codes of conduct/ethics
 - guarantee of service
 - legislated standards
 - State/Territory/Commonwealth/organisational standards
 - technical/industrial standards
 - professional standards
 - industry competency standards
 - anti-corruption legislation
 - whistleblowers' protection
- public sector employment:
 - employee relations
 - chief executive officer's instructions
 - Commissioner's instructions
 - public sector notices

- workplace environment:
 - equal employment opportunity
 - affirmative action
 - workplace diversity
 - anti-discrimination
 - workplace harassment
 - occupational health and safety
 - duty of care
 - security, storage, handling and classification of documents
- financial management and accountability:
 - Treasurer's instructions
 - contractual obligations
- transparency:
 - freedom of information
 - professional reporting
 - accountability
 - fair trading
- business and community:
 - privacy
 - trade practices
 - competition
 - road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour
- colleagues
- supervised staff
- contractors
- for individuals:
 - counselling
 - disciplinary action
 - transfer, demotion, dismissal
 - legal liability
 - fine
- external consequences, for example:

Others may include:

Consequences of non-compliance may include:

Conflicting legislative requirements may include:

- to clients
- to the organisation's reputation
- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements
- contradictions between different policy requirements
- contradictions within a single piece of legislation

Inadequacies in workplace procedures may include:

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Legislation and Compliance

PSPLEGN501B Promote compliance with legislation in the public sector

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers promotion of compliance with legislation in the public sector. It includes modelling compliance with legislation and related public sector guidelines and procedures and encouraging and assisting others to comply.

In practice, promoting compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, directing contracts etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model and encourage compliance with legislative requirements	1.1 Personal work practices are used to provide a consistent model of compliance with current public sector <i>legislation and guidelines</i> .
	1.2 Responses to staff enquiries about the legislative requirements of the workplace are provided in a timely, consistent and constructive manner.
	1.3 The <i>consequences of non-compliance</i> relating to a range of legislation are explained to staff using language and materials suited to their levels of experience, learning styles and individual needs.
	1.4 <i>Compliance strategies</i> are used to encourage compliance with legislation, policies and guidelines in accordance with the situation at hand.
2. Monitor compliance with legislative requirements	2.1 Compliance with legislative requirements is monitored in accordance with organisational procedures.
	2.2 Compliance issues are resolved or referred in accordance with organisational policy and procedures.
	2.3 <i>Inadequacies in workplace procedures</i> which may contribute to non-compliance are raised promptly and addressed in accordance with organisational procedures.
	2.4 Compliance with legislative requirements is reported on, in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying research and evaluation
- assisting other people in areas such as conflict resolution, coaching, problem solving
- reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- responding to diversity, including gender and disability
- using technology skills to access legislation and guidelines electronically
- applying environmental and occupational health and safety procedures and promoting their use by others

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the public sector (including occupational health and safety and environment)
- regulations, guidelines, policy, practices
- public sector codes of ethics/conduct
- government processes
- governance practices
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage

- PSPGOV507A Undertake negotiations
- PSPGOV511A Provide leadership
- PSPGOV519A Manage performance
- PSPPM502B Manage complex projects
- PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when promoting compliance with legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting compliance with legislation, including coping with difficulties, irregularities and apparently conflicting requirements
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Legislation and guidelines may include:

- public sector standards:
 - codes of conduct/ethics
 - guarantee of service
 - legislated standards
 - State/Territory/Commonwealth/organisational standards
 - technical/industrial standards
 - professional standards
 - industry competency standards
 - anti-corruption legislation
 - whistleblowers' protection
- public sector employment:
 - employee relations
 - chief executive officer's instructions
 - Commissioner's instructions
 - public sector notices
- workplace environment:
 - equal employment opportunity
 - affirmative action
 - workplace diversity
 - anti-discrimination

- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents
- financial management and accountability:
 - Treasurer's instructions
 - contractual obligations
- transparency:
 - freedom of information
 - professional reporting
 - accountability
 - fair trading
- business and community:
 - privacy
 - trade practices
 - competition
 - road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour
- for individuals:
 - counselling
 - disciplinary action
 - transfer
 - demotion
 - dismissal
 - legal liability
 - fine
- external consequences, for example:
 - to clients
 - customer service
 - to the organisation's reputation
- education
- mentoring
- coaching

Consequences of non-compliance may include:

Compliance strategies may include:

Inadequacies in workplace procedures may include:

- shadowing
- supervision
- taking disciplinary or legal action
- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Legislation and Compliance.

PSPMNGT611A Manage evaluations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers managing evaluations relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes initiating and managing the implementation of evaluations and utilising evaluation findings.

In practice, managing evaluations may overlap with other generalist or specialist public sector workplace activities such as managing people, performance and client service, acting ethically etc.

This unit is one of 2 competencies relating to evaluation in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related unit of competency is:

- PSPGOV509A Conduct evaluations

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Initiate evaluation

- 1.1 A critical analysis of the need for evaluation is conducted that includes a scan of the internal and external environment, political imperatives, related activities and evaluations.
- 1.2 The ***scope*** of the evaluation and the terms of reference are determined in accordance with organisational policy and procedures, and a rationale, ***purpose***, outcomes and ***evaluation criteria*** are identified.
- 1.3 ***Stakeholders*** are identified and canvassed to ensure that their requirements are addressed in the planning stage of the evaluation.
- 1.4 Ownership of the evaluation data/outcomes and right of access to the reported results is secured in accordance with organisational policy and procedures.
- 1.5 A ***risk management*** strategy is developed and applied to ensure evaluation objectives will be met.
- 1.6 ***Infrastructure*** for the evaluation is approved in accordance with ***legislation, policy and procedures***.

2. Manage implementation of evaluation

- 2.1 Evaluation strategy is approved and a work plan for checking progress, reading reports and providing feedback and interim approvals is developed in accordance with requirements.
- 2.2 Processes identified for monitoring, evaluating and reporting progress of the evaluation against objectives and timelines are established in accordance with organisational requirements.
- 2.3 The political context and stakeholder expectations are managed in accordance with organisational policy and procedures, to

ELEMENT	PERFORMANCE CRITERIA
3. Utilise evaluation findings	<p>overcome barriers and ensure ongoing commitment/input to the evaluation.</p> <p>2.4 Progress of evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures.</p> <p>2.5 Interim and final evaluation <i>reports</i> are analysed, outcomes are compared to the evaluation criteria established at the outset and <i>recommendations for action</i> are analysed to ensure they are compatible with the organisation's strategic requirements.</p> <p>2.6 Evaluation findings are reported to stakeholders in accordance with organisational policy and procedures.</p> <p>3.1 An implementation strategy is developed to action approved recommendations and facilitate transition from current to future position.</p> <p>3.2 Evaluation findings are <i>disseminated</i> and <i>applied</i> in accordance with organisational policy and procedures.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- researching information
- developing objectives and evaluation criteria
- data gathering/management/measurement
- planning and analysis
- negotiating and problem solving
- applying project management in the context of managing an evaluation
- using a range of communication styles for communicating with different audiences and purposes
- responding to diversity, including gender and disability
- applying sustainability principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- reporting requirements to a range of audiences

- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values, ethics and codes of conduct
- equal employment opportunity, equity and diversity principles
- environmental/sustainability standards

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPMNGT604B Manage change
 - PSPMNGT605B Manage diversity
 - PSPMNGT606B Manage quality client service
 - PSPMNGT608B Manage risk
 - PSPMNGT609B Formulate business strategies
 - PSPMNGT610A Manage public sector financial resources
 - PSPMNGT612A Review and improve business performance
 - PSPMNGT613A Develop partnering arrangements
 - PSPMNGT614A Facilitate knowledge management
 - PSPPOL601A Develop public policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- evaluation models/types
- access to evaluation targets/objectives
- case studies and workplace scenarios to capture the range of evaluation situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing evaluations, including coping with difficulties, irregularities and breakdowns in routine
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Scope may include evaluation of

- planning
- delivery
- results
- needs
- objectives
- design
- outputs
- outcomes

Purpose of evaluation may include:

- measuring merit/quality
- measuring worth or value for a particular purpose
- measuring results, outputs or outcomes
- decision making
- unintentional negatives

Evaluation criteria may include:

- whether objectives have been met
- standards against which to compare quality
- baseline studies for comparison
- performance measures
- key success areas
- key performance indicators
- results/outputs/outcomes
- value for money
- public interest
- those identified for a project prior to its implementation

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - employees at all levels of the organisation
 - community
 - clients
 - students, parents/guardians
 - other public sector organisations

- private sector
- non-government organisations
- union and association representatives
- boards of management
- government
- Ministers

Risk management may include:

- identification of risks
- acceptance of risks
- avoidance of risks
- minimisation of risks

Evaluation infrastructure may include:

- steering committee
- manager
- research staff
- administration staff
- office
- telephone
- technology
- email
- web site
- equipment
- consumables
- resources including time, staffing, budget
- specialist or technical support
- contractors

Legislation, policy and procedures may include:

- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- confidentiality
- privacy
- ethical practices and procedures
- intellectual property
- copyright
- freedom of information
- environmental/sustainability policies

Reports may include:

- interim reports
- progress reports

Recommendations for action may include:

- draft reports
- executive summaries
- presentations to meetings, groups, seminars
- Internet or email presentations
- new goals
- improvement strategies
- changes to services, products
- change management strategies
- termination
- replacement
- compliance with standards
- further review

Dissemination of findings may be affected by:

- privacy requirements
- security requirements

Application of evaluation findings may include:

- informing other projects
- organisational development
- contributing to knowledge management

Unit Sector(s)

Not applicable.

Competency field

Management.

PSPMNGT614A Facilitate knowledge management

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of knowledge and information in the business unit to improve productivity and organisational efficiency, promote innovation and meet business unit goals. It includes establishing the organisational context for knowledge management, developing capability, facilitating knowledge management, and integrating aspects of knowledge management with information/records management.

In practice, facilitation of knowledge management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, facilitating workforce effectiveness, etc.

Related units in the Information competency theme in the *Working in Government* Competency field are:

- PSPGOV206B Handle workplace information
- PSPGOV307B Organise workplace information
- PSPGOV406B Gather and analyse information
- PSPGOV504B Undertake research and analysis

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish the organisational context for knowledge management

- 1.1 The organisation's history, culture, functions, strategic direction, performance and *knowledge* resources are identified.
- 1.2 Organisational strategies and goals that may be assisted by the development of organisational capability in *knowledge management* are identified.
- 1.3 The current *knowledge management position* of the organisation is assessed and the *strengths and weaknesses* of its knowledge resources and activities are determined.
- 1.4 Consultation with *stakeholders* is undertaken to raise knowledge and awareness of knowledge management and to establish knowledge management *goals* for the business unit and/or the organisation.
- 1.5 The cultural aspects of knowledge and knowledge management are identified and explored in the context of the organisational environment.

2. Develop capability in knowledge management

- 2.1 The *benefits* of knowledge management are identified and promoted to build an environment where these benefits may be realised.
- 2.2 Knowledge management *initiatives* are developed and aligned with the overall organisational strategy and contribute to

ELEMENT**PERFORMANCE CRITERIA**

- business unit goals.
- 2.3 Initiatives are developed to build long-term capability in knowledge management and a culture of sharing knowledge and creating new knowledge in the organisation.
- 2.4 Knowledge management initiatives are focused on the management and use of tacit knowledge in the business unit and creating new knowledge, as well as the capture and sharing of explicit knowledge.
- 2.5 Management and stakeholder support is built throughout knowledge management initiatives to ensure immediate successes are transformed into ongoing benefits.
- 3. Facilitate knowledge management**
- 3.1 Strategies are implemented to facilitate the development of strong and trusting culturally diverse networks where knowledge can be created and shared.
- 3.2 *Methods for creating, discovering and acquiring* knowledge are facilitated in the business unit.
- 3.3 *Methods and systems for capturing and storing* knowledge are promoted in accordance with *legislation, policy and procedures*.
- 3.4 *Methods and systems for presenting, distributing and sharing* knowledge are promoted.
- 3.5 *Activities for revising and disposing of* knowledge are facilitated in accordance with legislation, policy and procedures.
- 4. Integrate aspects of knowledge management with information management**
- 4.1 Processes for the management of explicit knowledge are integrated with the organisation's information management processes/systems to ensure efficiency and to provide wide access to explicit knowledge.
- 4.2 Explicit knowledge is recorded and stored in accordance with organisational and public sector standards for information/records management.
- 4.3 Structuring, maintaining and linking of explicit knowledge to related organisational *information* is facilitated in accordance with organisational requirements.
- 4.4 Knowledge and information are managed to improve their integration and use to meet business unit goals.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to knowledge management and information management
- showing leadership and taking risks in the context of knowledge management
- applying organisation and resource management techniques and methods
- building strong and trusting networks
- facilitating groups and learning
- communicating with a diverse range of stakeholders to build knowledge management capacity
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of knowledge and information management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to knowledge management and information management, such as privacy, freedom of information
- principles of knowledge management
- Australian Standard AS 5037(Int)-2003 Knowledge management
- tools and techniques related to introduction of knowledge management initiatives
- intersection of knowledge management with other disciplines, such as organisational learning, information management/technology, human resources management, communications
- cultural aspects of knowledge and knowledge management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of knowledge and information management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*

- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV601B Apply government systems
 - PSPGOV602B Establish and maintain strategic networks
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPMNGT615A Influence workforce effectiveness
 - PSPMNGT602B Manage resources
 - PSPMNGT604B Manage change
 - PSPMNGT605B Manage diversity
 - PSPMNGT608B Manage risk

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to knowledge management and information management
- current theory and practice in knowledge management
- Australian Standard AS 5037(Int)-2003 Knowledge management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing knowledge and information

Valid assessment of this unit requires:

Where and how to assess evidence

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing knowledge and information, including coping with difficulties, irregularities and breakdowns in routine
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Knowledge is:

- a body of understanding and skills that is constructed by people
- increased through interaction with information (typically from other people)
- tacit - residing in the mind and may include aspects of culture or 'ways of doing things'
- explicit - when recorded as information in a document, image, film clip or some other medium AS 5037(Int)-2003
- also sometimes identified as 'expert' knowledge, or

Knowledge management
is:

- 'entrepreneurial' knowledge
- affected by experience
- a multi-disciplined approach to achieving organisational objectives by making best use of knowledge
- involves the design, review and implementation of both social and technological processes to improve the application of knowledge in the collective interest of stakeholders AS 5037(Int)-2003

The organisation's current position in relation to knowledge management may include:

- low literacy in knowledge management and no trust or networks developed (new organisation)
- low literacy in knowledge management but well-networked staff (existing organisation)
- high literacy in knowledge management but no trust or networks developed (new organisation)
- high literacy in knowledge management and well-networked staff (existing organisation)

Strengths and weaknesses may relate to:

- people
- process
- technology
- content

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - boards of management
 - clients
 - community organisations
 - contractors
 - employees at all levels of the organisation
 - government
 - Ministers
 - other public sector organisations
 - service providers
 - suppliers
 - the public
 - union and association representatives
 - volunteers

Knowledge management goals may include:

- new knowledge creation
- improving knowledge utilisation
- developing a community of practice in knowledge management with strong social networks

Benefits of knowledge management may include:

- improved decision making
- improved performance
- improved productivity and organisational efficiency
- retaining corporate knowledge and organisational learning
- improving networking, trust and morale
- increased innovation
- increased motivation

Knowledge management initiatives may include:

- development of knowledge management policy/strategy
- knowledge management projects
- mentoring in knowledge management
- electronic collaboration
- tools and approaches to remedy weaknesses in knowledge management or build on strengths

Methods for creating, discovering and acquiring knowledge may include:

- meetings to foster innovation
- employing staff or consultants with knowledge/skills not currently in the organisation for the purpose of knowledge transfer
- research outside the organisation
- through publications
- analysis of existing and archived information
- auditing/mapping of information
- consulting staff in similar organisations

Methods and systems for capturing and storing knowledge may include:

- traditional information management systems, such as:
 - files
 - books
 - journals
 - documentation and archives
 - intranets
 - portals
 - web sites
 - databases
 - electronic documents
- ways of making tacit knowledge visible and available (without making it explicit and storing as above), such as advertising available expertise, providing help desk facilities
- capturing learning from past activities
- openness to change
- drive for continual improvement

Legislation, policy and

- State/Territory and Commonwealth legislation, regulations and guidelines relating to knowledge management and

procedures may include:

information management, such as privacy, freedom of information, confidentiality, security, etc

- public sector management acts
- codes of ethics
- codes of conduct
- public sector standards, such as fraud control, security management, risk control
- disaster recovery

Methods and systems for presenting, distributing and sharing knowledge may include:

- information management systems
- intranets
- files
- databases
- work processes where explicit knowledge is formally distributed
- face-to-face meetings
- providing leadership to encourage risk taking
- development of trusted social networks for knowledge exchange

Activities for revising and disposing of knowledge may include:

- processes to authenticate and update knowledge
- processes to ensure that out-of-date or incorrect knowledge (especially tacit knowledge) is not used
- processes for destruction of explicit knowledge that follow records management standards for destruction of records and public sector/legal requirements

Information is:

- data in a context to which meaning has been attributed AS 5037(Int)-2003

Unit Sector(s)

Not applicable.

Competency field

Management.

PSPMNGT615A Influence workforce effectiveness

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to ensure the effectiveness of the workforce, whether staff or contractors, in promoting the attainment of strategic objectives. It includes providing leadership to individuals and work teams, creating a cooperative work environment, capitalising on workplace emotions, motivating the workforce to achieve quality results, and delegating work to achieve strategic objectives, and managing up.

In practice influencing workforce effectiveness occurs in the context of other generalist or specialist work functions such as managing performance, managing diversity, managing change, managing client service.

This unit is one of a series of 4 units of competency relating to working with others, located in the Competency fields of *Working in Government* and *Management*. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership

This unit replaces *PSPMNGT601A Facilitate workforce effectiveness*. The units are not equivalent as elements dealing with emotional intelligence and managing up have been added.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Provide leadership to individuals and work teams | 1.1 The vision and strategic goals of the organisation that impact on the work area are identified and promoted.
1.2 <i>Workforce members</i> are regularly consulted on business objectives, plans and operational issues to minimise role ambiguity and uncertainty.
1.3 Roles, functions, responsibilities and work goals are defined in accordance with organisational requirements, and are communicated and agreed.
1.4 Opportunities are provided for workforce members to clarify aspects of particular tasks, resolve issues and seek feedback or further direction.
1.5 Encouragement is provided to develop new and innovative practices, procedures, processes, technologies and strategies in line with corporate values, vision and goals.
1.6 <i>Leadership</i> is provided appropriate to changing priorities and situations and takes account of the specific needs of a diverse workforce. |
| 2. Create a cooperative work environment | 2.1 Cooperation in the work environment is actively facilitated through balanced and fair work allocation and recognition of all contributions. |

ELEMENT**PERFORMANCE CRITERIA**

- 2.2 Teams and individuals are encouraged to find styles of working which are consistent both with team and individual competencies, preferences and *business unit* objectives.
- 2.3 Conflict management strategies are used to facilitate a cooperative work environment.
- 2.4 Cooperative and productive relationships with individuals and teams are established.
- 2.5 Leadership style and guidance that take into account the differing needs and background of a diverse workforce are used.
- 3. Monitor and respond to workplace emotions**
- 3.1 Emotional *strengths* and triggers are *identified* for self and *others in the workplace*, and communication, client service or work allocations are tailored to take account of these.
- 3.2 Self-reflection and feedback is used to identify the effect on others of own emotions, and emotional control is exerted to model positive workplace behaviour.
- 3.3 Opportunities are provided for others to express their thoughts and feelings, and *emotions* are taken into account in decision making to maintain a positive emotional climate in the workplace.
- 3.4 Assistance is provided to others to identify the effect of emotions in the workplace and to *develop* and use their own *emotional intelligence* to build productive relationships and maximise workplace outcomes.
- 4. Motivate the workforce to achieve quality results**
- 4.1 Ways to motivate a diverse workforce are explored and matched to individual needs.
- 4.2 Opportunities are identified for individuals to develop competencies required to meet work objectives.
- 4.3 Individuals' career development requirements are recognised and balanced with team objectives.
- 4.4 Feedback that is prompt, consistent and constructive and ongoing is provided on performance.
- 4.5 Achievements are promoted and rewarded in a way which openly acknowledges the contribution of individuals and teams.
- 4.6 *Team building strategies* are applied to strengthen individual and team commitment to organisational vision and work unit goals.
- 5. Delegate work to achieve business unit strategic objectives**
- 5.1 Work is delegated in accordance with individual competencies or as development opportunities arise, and sufficient information is communicated, resources allocated and support provided to enable tasks to be completed successfully.
- 5.2 Responsibilities are delegated while still accepting accountability for their success/failure.

ELEMENT**PERFORMANCE CRITERIA**

- 5.3 Mechanisms for monitoring progress in achieving work goals are established and implemented in accordance with organisational policy and practices.
- 5.4 Areas for improvement are determined collaboratively and improved processes/strategies are implemented.
- 5.5 Tasks are delegated effectively to facilitate the attainment of business unit objectives and the continuous improvement of business processes.
- 5.6 Up-to-date and accessible record of delegations is maintained in accordance with organisational policy and procedures.
- 6. Manage up**
- 6.1 People and influences outside the immediate work environment with the potential to affect work priorities, outcomes and resources are identified.
- 6.2 Role relationships and responsibilities for managing up are analysed.
- 6.3 Strategies are developed and implemented to ensure executives consider the operational consequences of policy changes.
- 6.4 Strategies are used to engage support for public sector activities and ensure sufficient resources are provided to implement initiatives.
- 6.5 Self-evaluation and feedback from *others* on own performance is used to continuously improve performance and outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- delegating work to others
- counselling and resolving conflict in teams
- using team building strategies
- using facilitation, negotiation and consultation requiring exchanges of complex oral information
- using consensual decision making skills
- keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimize organisational performance

- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying occupational health and safety strategies relevant to managing and working with others in a public sector workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- the relationship between effective human resource functions and the attainment of business unit objectives
- human resource policies and practices
- emotional intelligence principles and strategies
- group processes and facilitation techniques
- team building strategies
- the organisation's career and human resource development strategies, programs and plans
- conflict resolution strategies
- jurisdictional legislation applicable to management and human resource management functions
- occupational health and safety issues relevant to managing and working with others in a public sector workplace
- environmental and sustainability issues relevant to managing and working in a public sector environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in

public service

- PSPGOV601B Apply government systems
- PSPGOV602B Establish and maintain strategic networks
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Resources required to carry out assessment

These resources include:

- procedures and protocols
- public sector policies and legislation such as those dealing with:
- human resource management and development
- workforce capability
- case studies and workplace scenarios to capture the range of situations likely to be encountered when influencing workforce effectiveness

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating workforce effectiveness, including coping with difficulties, irregularities and breakdowns in routine
- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women

- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Workforce members may include:

- employees
- consultants
- external contractors
- job rotation staff
- trainees

Leadership refers to:

- the process of influencing others to engage in work behaviours that facilitate the attainment of the business unit's strategic objectives

Business unit may refer to:

- a program
- sub-program
- cost centre
- area
- division

- branch
 - production unit or section located within the organisation
- Emotional strengths*** may include ability to:
- monitor and control negative emotions
 - recognise and respond to others' emotional states
 - see beyond an immediate emotional reaction to the real cause, rather than responding to the emotions on face value
- Identification of emotions*** may need to take account of:
- the varying cultural expressions of emotion
- Others*** in the workplace may include:
- management
 - staff
 - clients
 - contractors
- Emotions*** may include:
- anger
 - anxiety
 - apprehension
 - caring
 - confidence
 - depression
 - elation
 - enthusiasm
 - excitement
 - fear
 - happiness
 - inadequacy
 - joy
 - nervousness
 - over-confidence
 - pride
 - stress
 - under-confidence
 - unhappiness
- Development of emotional intelligence*** may occur through:
- mentoring
 - shadowing
 - coaching
 - training
 - simulation

Emotional intelligence

is:

- widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions
- characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)

Team building

strategies may include:

- defining and clarifying objectives/work area plans
- strengthening communication processes
- clarifying ground rules and behavioural expectations
- fostering creativity
- offering constructive feedback
- providing facilitated meetings
- recognising achievements

Others may include:

- superiors
- reportees

Unit Sector(s)

Not applicable.

Competency field

Management.

PSPOHS301A Contribute to workplace safety

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to contribute to a safe workplace for self and others. It includes contributing to workplace safety arrangements, identifying hazards and controlling risks.

In practice, workplace safety may be demonstrated in the context of other work activities such as contributing to workplace activities, organising workplace information, implementing change, giving and receiving feedback.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to participative workplace safety arrangements	<p>1.1 Occupational health and safety <i>issues</i> are addressed/reported to <i>designated personnel</i> in accordance with workplace procedures and <i>occupational health and safety legislation</i>.</p> <p>1.2 <i>Contributions</i> are made to <i>participative workplace safety arrangements</i> within organisational procedures and scope of responsibilities and competencies.</p>
2. Identify hazards and control risks	<p>2.1 Existing and potential <i>hazards</i> in the work area are identified, dealt with and/or reported to designated personnel according to workplace procedures.</p> <p>2.2 <i>Workplace procedures</i> and work instructions for <i>controlling risks</i> are identified and implemented.</p> <p>2.3 Workplace procedures for dealing with accidents and <i>other hazardous events</i> are followed whenever necessary within scope of responsibilities and competencies.</p> <p>2.4 Feedback on the effectiveness of safety procedures and risk control measures is provided to enable improvements to be made where necessary.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying objective identification of workplace safety issues

- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety legislation, policies and procedures electronically or in hard copy
- reading documentation such as workplace safety legislation, policies and procedures and applying them to work practices
- tailoring communication to suit different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- participative arrangements for workplace safety
- workplace hazards and associated risks
- preferred order of ways to control risks
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
- designated workplace personnel responsible for occupational health and safety

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV306B Implement change
 - PSPGOV307B Organise workplace information
 - PSPGOV308B Work effectively with diversity
 - PSPGOV312A Use workplace communication strategies

- PSPGOV313A Compose workplace documents

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workplace safety in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational occupational health and safety legislation, policies and procedures
- details of the organisation's occupational health and safety system
- information on hazards and risks relevant to the workplace
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workplace safety, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to contribute to workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination

of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Occupational health and safety issues may include:

- hazards relating to the physical environment
- workplace stress
- conflict
- bullying
- harassment

Designated personnel may include:

- supervisors
- managers
- team leaders
- designated occupational health and safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
 - perform specified work
 - approve specified work
 - inspect specified work
 - direct specified work

Occupational health and safety legislation may

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but

include:

not limited to:

- regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Contributions may include:

- identifying and reporting hazards and their associated risks
- identifying safety issues and hazards that can be addressed immediately and taking action in accordance with safety procedures
- reporting on effectiveness of safety procedures and risk controls
- suggesting improvements to procedures and controls
- listening to the ideas and opinions of others in the workplace
- sharing opinions, views, knowledge and skills

Participative workplace safety arrangements may include:

- formal and informal health and safety meetings
- health and safety committees
- other committees, for example, consultative, planning and purchasing
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

Hazard identification may include:

- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- responding to physical cues that ergonomics are ineffective and need adjustment
- on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc)
- anticipation of potential hazards

Workplace procedures may include:

- complying with workplace occupational health and safety symbols and signs
- hazard reporting procedures
- job procedures, safe work instructions and allocation of responsibilities
- emergency procedures
- incident and near miss reporting and recording procedures

Controlling risks may include actions such as:

- consultation on occupational health and safety issues
- correct selection, use, storage and maintenance procedures for use of personal protective equipment
- risk control procedures
- consultation with others
- measures to remove the cause of the risk at its source
- application of the hierarchy of control, namely:
 - elimination
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment

Other hazardous events may include:

- fires
- bomb threats
- chemical spills
- occupational violence
- natural disasters/events
- terrorist attacks

Unit Sector(s)

Not applicable.

Competency field

Occupational Health & Safety

PSPPM401B Design simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the planning and development of simple, generally low risk projects that may be small scale and managed by one person or by a person with a small team. It includes identifying project requirements, preparing a business case, preparing the project plan and establishing project infrastructure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, project planning and development overlaps with other generalist and specialist work activities such as applying government processes, using resources, developing work plans, gathering information.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify project requirements

- 1.1 A rationale for the project is outlined that identifies the purpose, outcomes and likely benefits for the user/s.
- 1.2 *Stakeholders* are identified and their input is obtained at the planning stage to ensure the project proposal and its objectives are required and achievable.
- 1.3 The project environment is assessed and environmental issues are addressed in the project proposal.
- 1.4 *Project parameters* are determined and a project proposal is completed to organisational standards and within guidelines.
- 1.5 The project proposal is structured so it is compatible with organisational objectives and other organisational projects, and is designed in accordance with the organisation's *policies and procedures* and in consultation with *specialists* to meet user/client requirements.

2. Prepare business case

- 2.1 Research and analysis is undertaken to identify impacts and risks, *constraining factors* and alternate options.
- 2.2 Options and solutions are identified, advice is obtained and recommendations are made in accordance with the strategic direction of the organisation/work unit.
- 2.3 A *report* is prepared that demonstrates a business case for the project in accordance with organisational requirements.
- 2.4 *Approvals* for the project proposal are obtained in accordance with organisational policy and procedures.

3. Prepare project plan

- 3.1 *Project scope* is determined in terms of objectives, outcomes

ELEMENT**PERFORMANCE CRITERIA**

- and project deliverables.
- 3.2 Specialists are consulted where necessary, to advise on potential risks, and *options to manage risks* are investigated and recorded in the *project plan*.
- 3.3 Each of the *parameters* identified in the proposal are addressed in the project plan in consultation with relevant parties and appropriate approvals are sought and recorded.
- 3.4 *Project management tools* are utilised for planning in accordance with project requirements.
- 3.5 Project outputs are determined that are measurable and achievable and indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties in accordance with organisational policy and procedures.
- 4. Establish project infrastructure**
- 4.1 An implementation strategy is developed in accordance with the project plan and organisational guidelines, and presented to stakeholders to gain project support.
- 4.2 Terms of reference and *project infrastructure* requirements for set-up and implementation of the project are clarified in the implementation strategy in accordance with the project plan.
- 4.3 Resources are obtained to set up the project office, and roles and responsibilities are assigned to team members and stakeholders as agreed in the project plan.
- 4.4 Processes identified for monitoring, evaluating and reporting performance against project objectives are established in accordance with the project plan.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing plans requiring precision of expression
- negotiating timelines, roles and responsibilities with stakeholders or team members
- communicating with stakeholders or team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability

- using project management tools
- applying workplace safety procedures in line with project planning requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment requirements
 - quality standards
 - risk management
 - financial management
 - procurement
 - human resources
 - equal employment opportunity, equity and diversity principles
 - organisational project approval processes
 - scheduling
 - change management
- project planning methods for small scale or low risk projects
- project management tools to suit the projects planned
- principles relating to the planning phase of project management for small scale or low risk projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients

- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV405B Provide input to change processes
- PSPGOV408A Value diversity
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV416A Monitor performance and provide feedback
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPOHS401B Implement workplace safety procedures and programs
- PSPPROC409A Receive and select offers
- PSPPROC410A Administer contracts
- PSPPM402B Manage simple projects
- PSPPM403B Close simple projects
- *Excluded units that may not contribute to the same qualification as this unit:*
 - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- documented information and/or examples of the assessee's personal work
- project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions

likely to be encountered when planning projects, including coping with difficulties, irregularities and breakdowns in routine

- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may

- project sponsor/funding bodies

include:

- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

Project parameters

include:

- project scope - outcomes, objectives, project deliverables
- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure
- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Policies and procedures

may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts

- financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Specialists may include:

- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Constraining factors may include:

- political
- industrial
- legislative
- technical
- financial
- resourcing
- social and cultural considerations
- cultural change management (internal)
- security/privacy
- environmental
- logistic support

Analysis report will contain:

- cost-benefit analysis

Approval may be required from:

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management

- Project scope*** is defined by:
- representative
 - customer or client
 - objectives - aims/goals for doing the project
 - outcomes - measurable benefit achieved from the utilisation of the outputs delivered by the project
 - outputs/project deliverables - the services/products delivered by the project
- Options to manage risks*** may include:
- acceptance
 - avoidance
 - minimisation
 - transfer
 - strategies
 - flexibility
 - empathy
 - emotional intelligence
- Project plan*** will include some or all of:
- acquisition strategies
 - budget and financial management strategy
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development
 - performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale

Project parameters
include:

- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Project management tools may include:

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management
- occupational health and safety management
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Project infrastructure
may include:

- staffing levels/need for recruitment action and training
- equipment and technical support
- resource requirements including travel, finance etc
- project office accommodation
- management infrastructure

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM402B Manage simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Implement start-up activities

- 1.1 The ***project plan*** is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy.
- 1.2 Project ***stakeholders'*** understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed.
- 1.3 ***Required systems*** are established and maintained throughout the project in accordance with the project plan.
- 1.4 A working knowledge of ***project management tools*** is used to facilitate integration of project activities and achievement of project outcomes.

2. Coordinate project implementation

- 2.1 ***Integration*** and ***management*** of project activities are handled in accordance with the project plan.
- 2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan.
- 2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures.
- 2.4 Project ***change proposals*** are received and changes are recommended/made in accordance with the project plan, and documented in accordance with ***policy and procedures***.

3. Monitor project

- 3.1 All aspects of the project are continually monitored and

ELEMENT**PERFORMANCE CRITERIA**

<p>corrective action is taken as necessary to maintain progress in accordance with the project plan.</p> <p>3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders.</p> <p>3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan.</p> <p>3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract.</p> <p>3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan.</p> <p>4. Arrange project follow-up activities</p>	<p>4.1 Project deliverables are analysed against <i>specifications</i>, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders.</p> <p>4.2 An initial support package or product manual is produced, if required, to provide guidance for stakeholders who will be required to apply the project results.</p> <p>4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results.</p> <p>4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report.</p>
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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project deliverables
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes

- responding to diversity, including gender and disability
- using project management tools applicable to small scale or low risk projects
- applying ethical decision making and problem solving related to project management of small scale or low risk projects
- writing recommendations and preparing implementation support packages requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project management, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment requirements
 - project governance requirements
 - quality standards
- risk management
- procurement guidelines
- human resources
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of small scale or low risk projects
- project management principles
- organisational and political context

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients

- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC410A Administer contracts
- PSPPM401B Design simple projects
- PSPPM403B Close simple projects
- *Excluded units* that may not contribute to the same qualification as this unit:
 - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse

backgrounds

- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones

- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider
- planning and monitoring system
- financial management including:
 - budget allocation/funding
 - income generated
 - expenditure
- recordkeeping for documented information such as:

Stakeholders may include:

Required systems for project management may include:

Project management tools may include:

- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual

Integration of project activities may include:

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include:

- scope management
- communication and reporting
- schedule management
- financial management
- quality management
- resources management
- people management
- logistics management
- risk management

Change proposals may include:

- contract management
- change management
- scope
- administration
- engineering, technical, technology changes
- time
- cost
- resources

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Specifications may include:

- functional
- technical
- performance
- material

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM403B Close simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers project evaluation and reporting for generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project review activities and finalising projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing simple projects may overlap with other generalist and specialist work activities such as applying government processes, using resources, gathering information, providing input to change, managing contracts etc.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Implement project review activities

- 1.1 Evaluation of project process and achievement against objectives is undertaken in consultation with *stakeholders* and results are reported in accordance with the *project plan* and organisational *policy and procedures*.
- 1.2 Action to rectify problems in meeting client needs is recommended and documented.
- 1.3 Implications of project results for policies and operating procedures are identified and recommendations are made for their amendment.
- 1.4 Information obtained from the evaluation of the project is structured so it may be used to improve relevant policy and practice in accordance with organisational requirements.

2. Finalise project

- 2.1 Contracts are finalised and financial records are checked for accuracy and completed in accordance with organisational procedures.
- 2.2 Project wind-down is *managed, documentation* is completed, records are archived and *approvals* are obtained in accordance with the project plan and organisational policy and procedures.
- 2.3 Project stakeholders are debriefed, and recommendations are made for redeployment of infrastructure/resources in accordance with organisational policy and procedures.
- 2.4 Project hand-over to user/s is completed in accordance with organisational procedures and lessons learnt are documented and reported to stakeholders to assist in continuous improvement.

ELEMENT

PERFORMANCE CRITERIA

2.5 Stakeholders are advised of procedures and authorities for initial support to implement project deliverables where relevant, and strategies are devised to manage long-term project momentum in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing results and evaluating results against objectives
- writing recommendations and preparing reports requiring precision of expression
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- debriefing project team members
- reporting on resource expenditure including time and costs
- using project management tools suited to small scale or low risk projects
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project finalisation, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment requirements
 - project governance requirements
 - quality standards
- risk management
- procurement guidelines
- human resource management and development
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of small scale or low risk projects
- project management principles

- organisational and political environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPPROC410A Administer contracts
 - PSPPM401B Design simple projects
 - PSPPM402B Manage simple projects
- *Excluded units* that may not contribute to the same qualification as this unit:
 - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when closing projects, including coping with difficulties, irregularities and breakdowns in routine
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy

- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Policy and procedures
may include:

***Management of project
wind-down*** may include:

- risks
- issues
- assets
- consultants
- project team
- support staff

Documentation may
include:

- project completion report
- supplier performance reports
- whole-of-life support plans
- transfer documents

- financial reports and acquittals

Approvals may be required from:

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM404A Carry out simple project activities

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the activities required to carry out simple projects, working on one project at a time. This work is typically undertaken by a project officer working individually or as part of a project team. It includes reviewing and confirming the project brief, carrying out project activities, monitoring and maintaining progress and completing the project. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, carrying out project work overlaps with other generalist and specialist work activities such as acting ethically, applying government processes, using resources, developing work plans, gathering information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project brief	1.1 Project information and supporting materials are obtained and the individual <i>project brief</i> is clarified in accordance with the <i>project plan</i> and organisational <i>policy and procedures</i> .
	1.2 Project plan is analysed and requirements, timeframes, roles, responsibilities and <i>stakeholder</i> involvement are confirmed.
	1.3 Project management procedures and controls are confirmed in accordance with the project plan, and any required changes are negotiated according to the project plan change management strategy.
	1.4 The project plan is updated with confirmed information for milestones, resources, other team members and steering committee details.
2. Undertake project activities	2.1 Professional or technical skills are provided to accomplish project tasks in accordance with the project requirements.
	2.2 <i>Project data</i> is captured and recorded in accordance with project requirements.
	2.3 Specialist advice and support are provided to the project manager, steering committee and stakeholders as required to achieve project objectives.
3. Monitor and maintain progress of project	3.1 <i>Project management tools</i> are used for integration and timing of project activities and achievement of project deliverables.
	3.2 Risks to progress and achievement of project objectives are anticipated and related to the project manager for action in accordance with the <i>risk management</i> plan.
	3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in <i>consultation</i>

ELEMENT**PERFORMANCE CRITERIA**

with management/governance personnel.

- 3.4 Problem solving to find innovative *solutions* to project problems or unplanned-for contingencies is undertaken in consultation with project management.
- 3.5 Progress reports are provided as required by the project communication plan.
- 4. Complete project**
- 4.1 Project deliverables are completed to the required standard in the required timeframe.
- 4.2 Recordkeeping associated with the project is completed and archived as required by the project plan.
- 4.3 Project process is evaluated, issues identified and recommendations made for continuous improvement.
- 4.4 Project reports are completed to the required standard, containing required information and using agreed style, voice and format.
- 4.5 Project hand-over of deliverables and return of borrowed/unused materials are completed in accordance with the project plan and organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating changes to timelines, roles and responsibilities
- communicating with stakeholders, managers and other team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- managing self, time and costs
- using project management tools
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment
 - project governance requirements
 - quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- principles of project management
- project management tools to suit the projects carried out
- risk management strategies for carrying out single projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPGOV406B Gather and analyse information
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPPM401B Design simple projects
 - PSPPROC410A Administer contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when carrying out projects, including coping with difficulties, irregularities and breakdowns in routine
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning

- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Project brief is:

- outline of expectations, tasks, deliverables, etc that are to be achieved by the project officer

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance

Policy and procedures
may include:

- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Stakeholders may
include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project data may include:

- financial data including costs, expenditure, income generated, purchases
- quality data including any test results
- record of time spent on project and progress in completing project
- correspondence
- samples, prototypes, models
- project outcomes

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Risk management may include:

- removing the risk
- transferring the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- keeping reserves

Consultation with management may include:

- project manager
- steering committee
- project sponsor
- business owner of the project
- program manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body representative
- customer or client

Solutions to problems may include:

- reducing costs
- researching and applying more efficient methods of

completing project tasks

- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM405A Administer simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the administration of a straightforward project or a discrete component of a larger project by staff who are not specialists in project management. The unit focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project. It includes defining the project, developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

Units of competency for specialist project managers at this level include *PSPPM401B Design simple projects*, *PSPPM402B Manage simple projects* and *PSPPM403B Close simple projects*. The unit of competency for specialist project officers is *PSPPM404A Carry out simple project activities*.

This unit and the 3 project management competencies for specialist project managers (PSPPM401B - PSPPM403B) are mutually exclusive and may not contribute to the same qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Define project

- 1.1 *Project scope* and other relevant documentation are accessed in accordance with organisational *policy and procedures*.
- 1.2 Project *stakeholders* are identified and their interest in or relationship to the project is established.
- 1.3 Clarification is sought from *delegating authority* of any issues related to the project and *project parameters*.
- 1.4 Limits of own responsibility and reporting requirements are confirmed.
- 1.5 Relationship of the project to other projects and to the organisation's objectives is clarified.
- 1.6 Available resources to undertake the project are determined and accessed in accordance with organisational requirements.

2. Develop detailed project plan

- 2.1 A *project plan* is developed that identifies in detail how the project will be executed and managed in relation to the project parameters.
- 2.2 *Project management tools* are identified and accessed in accordance with project requirements.
- 2.3 A communication strategy and risk management plan that address the project, organisational and legislative requirements are contained within the project plan.

ELEMENT**PERFORMANCE CRITERIA**

- 2.4 A timeline for completion of activities and a budget, developed and approved in accordance with organisational procedures, are included within the project plan.
- 2.5 Stakeholders' understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed.
- 2.6 Project plan is finalised and any necessary approvals are gained to commence the project according to the documented plan.
- 3. Administer and monitor project**
- 3.1 *Support* is provided to ensure that the quality of the expected deliverables of the project and documented timelines are met.
- 3.2 Required *recordkeeping* systems are established and maintained throughout the project.
- 3.3 *Component plans* that identify how key aspects of the project will be managed are implemented and monitored in accordance with set requirements.
- 3.4 Project reports are completed and forwarded as required in accordance with the project communication strategy.
- 3.5 *Risk management* is undertaken in accordance with the project plan to ensure project requirements are achieved in accordance with the project plan.
- 3.6 Project deliverables are completed to the required standard, in the required timeframe and within budget.
- 4. Finalise project**
- 4.1 Any financial recordkeeping associated with the project is completed and checked for accuracy.
- 4.2 Staff involved in the project are de-briefed before assignment to new or previous roles.
- 4.3 Project documentation is completed and *signed off* in accordance with organisational procedures.
- 5. Review project**
- 5.1 Project deliverables and processes are reviewed against the project scope and plan.
- 5.2 Stakeholders are involved in the review of the project.
- 5.3 Lessons learnt from the project are documented and reported in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating timelines, roles and responsibilities with team members
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- leading and managing a project team
- managing time and costs
- using project management tools
- applying quality management techniques including testing and auditing as appropriate
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment and sustainability
- project governance requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- organisational structure and lines of authority within organisation
- project management tools to suit the projects administered
- evaluation techniques for projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*

- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs
 - PSPPROC410A Administer contracts
- *Excluded units* that may not contribute to the same qualification as this unit:
 - PSPPM401B Design simple projects
 - PSPPM402B Manage simple projects
 - PSPPM403B Close simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles

normal work practice and replicates the range of conditions likely to be encountered when administering projects, including coping with difficulties, irregularities and breakdowns in routine

- evidence of administration of simple projects in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Project scope and other relevant documentation

- project proposal

refers to:

- tender documents
- contract or other agreement
- project plan or summary
- other documents outlining:
 - expected outcomes of the project
 - inclusions and exclusions from project
 - timeframes for project
 - quality standards for project
 - project resources

Policy and procedures
may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Stakeholders may
include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user

Delegating authority may include:

- supplier/service provider
- project sponsor
- business owner of the project
- program manager
- specialist project management office
- CEO, manager or management representative
- funding body
- customer or client

Project parameters may include:

- scope of project
- quality standards
- timelines
- finances for project
- integration of project within organisation
- risks associated with project
- reporting requirements
- procurement requirements associated with project
- physical and human resources available or required for project

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- continuous improvement process established for the project
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose

Project management tools may include:

- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual

Support may include:

- mentoring and coaching
- feedback
- encouragement
- additional physical and human resources (within allocated budget) if and as required
- regular meetings

Recordkeeping may include systems for:

- financial data including costs, expenditure, income generated, purchases, contracts
- quality data including survey, needs, test results
- recording of time spent on project and progress in completing project
- progress reports
- performance reports against milestones
- correspondence
- samples, prototypes, models
- project deliverables/outputs and outcomes

Component plans may relate to:

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management

Risk management may include:

- removing the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- allocation of reserves
- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of deliverables
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing some aspects of the project
- changing roles and responsibilities within project team

Sign-offs may be required by:

- project sponsor
- business owner of the project
- program manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM501B Design complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers planning and development of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes identifying project opportunities, undertaking scoping, analysing the feasibility of projects, developing project plans and managing the establishment of projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, designing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project opportunities and undertake scoping	1.1 A <i>critical analysis</i> of the need for a project is conducted in accordance with organisational <i>policy and procedures</i> .
	1.2 A project definition study is undertaken, where necessary, to determine the scope of the project.
	1.3 Project scoping is completed in accordance with organisational policy and procedures and identifies a rationale for the project that includes the purpose, outcomes/expected benefits.
	1.4 <i>Stakeholders</i> are identified and canvassed to ensure that their requirements are addressed in project planning.
2. Analyse project feasibility	2.1 Research and analysis is undertaken to identify impacts and risks, <i>constraining factors</i> and alternate options.
	2.2 Technical feasibility, supportability and cost effectiveness of the project are analysed and the outcome is reported to key stakeholders.
	2.3 Alternatives for project design are assessed and a preferred option that fits the strategic direction of the organisation/work unit is identified and reported.
	2.4 Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, <i>whole-of-life support</i> and probity, and other risks.
	2.5 A business case is prepared and <i>approvals</i> to proceed with project development are obtained in accordance with organisational policy, procedures and guidelines.
3. Develop project	3.1 Project aims, objectives and impacts are defined in the <i>project</i>

ELEMENT**PERFORMANCE CRITERIA****plans**

plan, and timeframes and resources to complete quality deliverables on time and within budget are identified.

- 3.2 Projected outcomes are recorded in measurable and achievable forms and indicators to monitor the performance of the project are developed and agreed by relevant parties.
- 3.3 Potential risks are investigated and identified in the project plan and a risk management process is established to analyse information and options to *manage risks*.
- 3.4 Skills, roles and responsibilities of team members and stakeholders are clarified and agreed, and reporting requirements are identified.
- 3.5 *Management* of *project parameters* is addressed in the project plan and evaluation criteria are designed in accordance with organisational policy and practice.
- 3.6 *Project management tools* are utilised for planning in accordance with project requirements and the project is designed and *documented* in consultation with *specialists* to meet user requirements.

4. Manage establishment of project

- 4.1 If required, stakeholders are lobbied in accordance with organisational policy and procedures, to negotiate endorsement for the project.
- 4.2 Terms of reference are written and agreed to by stakeholders and resources are obtained in accordance with organisational procedures to establish the project.
- 4.3 Project scope and objectives are reviewed and analysed, and a strategy is developed to establish *work breakdown structures* to implement the project.
- 4.4 Project *infrastructure* is identified and established in accordance with organisational policy and procedures.
- 4.5 Specialist and technical support relevant to the project is obtained in accordance with the project plan.
- 4.6 Project governance structure and processes are established as detailed in the project plan.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using project planning techniques related to projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- detailing requirements, writing recommendations and preparing plans requiring precision of expression
- negotiating timelines, roles and responsibilities with stakeholders and team members
- scheduling project activities
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools suited to planning reasonably complex projects
- applying risk management techniques in project establishment including risk sharing and transfer
- using public relations strategies to promote and gain endorsement for projects
- including workplace safety issues in project planning requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability requirements
- project governance requirements
- financial management requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- project planning methods which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- project management tools suited to planning reasonably complex projects
- principles relating to the planning phase of project management
- the project specifications
- market capability
- resource plans

- project approval processes
- scheduling packages
- cost schedule control systems
- integrated logistics support
- work breakdown structures
- change management in the context of designing complex projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV512A Use complex workplace communication strategies
 - PSPPM502B Manage complex projects
 - PSPPM503B Close complex projects
 - PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table Following for examples)
- complex projects designed in a range of (3 or more)

contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project planning and management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating projects, including coping with difficulties, irregularities and breakdowns in routine
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the

assessment competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Critical analysis may include:

- internal and external environment scan
- political imperatives
- previous and current related projects
- policies likely to be impacted
- cost-benefit analysis

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups

- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Constraining factors may include:

- political
- industrial
- legislative
- technical
- financial
- social
- cultural
- security/privacy
- environmental
- logistical support
- resources

Whole-of-life support may include:

- maintenance
- supply
- technical data
- personnel
- training
- facilities
- packaging, handling
- storage and transportation
- support and test equipment
- computing support

Approval may be required from:

- project sponsor
- business owner of the project
- program manager
- line manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body
- customer or client

Project plan will include

- acquisition strategies

some or all of:

- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Risk management may include:

- acceptance
- avoidance
- minimisation
- transfer

Management may include:

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management

Project parameters
include:

- scope management
- change management
- quality management
- people management
- procurement management
- occupational health and safety management
- project scope - outcomes, objectives, project deliverables
- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure
- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Project management
tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system

- logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual
- Documented information*** may include:
- reports detailing strategy
 - statement of requirement/work
 - industry development proposals
 - project plans
 - resource plans
 - project team work plans
 - risk and issues plan and log
 - performance evaluation criteria
 - reports to industry
 - whole-of-life support proposals
 - project definition study
- Relevant specialists*** may include:
- legal
 - technical
 - financial
 - other functional areas
 - other relevant agencies
 - logistics
- Work breakdown structures*** may include:
- how the work is to be performed and how cost and schedule data are to be tracked and reported
 - identification of the project tasks (deliverables)
 - identification of specific management responsibilities for tasks
- Project infrastructure*** may include:
- staffing levels/need for recruitment action and training
 - equipment and technical support
 - resource requirements including travel, finance etc
 - project office accommodation
 - management infrastructure

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM502B Manage complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes managing start-up, project implementation, project integration and follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage start-up activities	<p>1.1 <i>Project plans</i> are refined in consultation with steering committee and team members, and precise details are included for schedules of activities, milestones and resources.</p> <p>1.2 <i>Required systems</i> are established and maintained throughout the project in accordance with the complexity of the project and in line with the project plan.</p> <p>1.3 Project team members' understanding of and commitment to fulfilling the project requirements and their roles and responsibilities for the duration of the project are confirmed.</p> <p>1.4 <i>Project management tools</i> are selected and applied effectively to achieve project outcomes.</p>
2. Manage project implementation	<p>2.1 <i>Integration</i> and <i>management</i> of complex project activities are handled in accordance with the project plan.</p> <p>2.2 Leadership and required <i>development</i> are provided to the project team, and morale, stress levels and triggers are managed throughout the life of the project in accordance with organisational <i>policy and procedures</i>.</p> <p>2.3 <i>Stakeholder</i> input and expectations are managed throughout the project in accordance with the communication plan.</p> <p>2.4 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority in accordance with organisational policy and procedures.</p> <p>2.5 Project <i>change proposals</i> are negotiated, agreed and documented in accordance with policy and procedures.</p>
3. Manage project integration	<p>3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met in accordance with the project plan.</p>

ELEMENT**PERFORMANCE CRITERIA**

- 3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan and staff and contractors are regularly consulted to discuss progress and ensure effective results.
- 3.3 Project integration is monitored, and management plans and any related contracts are reviewed and amended as appropriate, with results reported in accordance with mechanisms identified in the communication plan.
- 3.4 Ongoing progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the project.
- 3.5 Programmed review of objectives and achievement is planned and implemented in accordance with the project plan.
- 4. Coordinate project follow-up activities**
- 4.1 Significant judgment is applied in the analysis of project deliverables against *specifications*, performance standards and project objectives, and the results are reported to stakeholders.
- 4.2 Support package arrangements are identified and offered to stakeholders who will be required to apply the project results.
- 4.3 Options for stakeholders to take account of environmental and cultural factors in applying the project results are included in the support package.
- 4.4 Operational and support authorities are consulted to investigate any testing/trialling/building and evaluation requirements resulting from the project, and funding implications estimated in project report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project outcomes
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- negotiating with stakeholders and team members using communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools applicable to reasonably complex projects

- applying ethical decision making and problem solving related to project management of reasonably complex projects
- writing recommendations and preparing project reports requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project implementation, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability requirements
- project governance requirements
- quality standards
- risk management
- procurement guidelines
- financial management and budgetary framework
- human resources
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
- project management systems
- organisational and political context
- critical analysis in a project management context
- business and commercial issues related to the projects managed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment

process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPPM501B Design complex projects
- PSPPM503B Close complex projects
- PSPPROC501A Manage contract risk
- PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management in the organisation and the public sector
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing complete projects, including coping with difficulties, irregularities and breakdowns in routine
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds

- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Project plans will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives

- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Required systems for project management may include:

- planning and monitoring system
- financial management including:
 - budget allocation/funding
 - income generated
 - expenditure
- recordkeeping for documented information such as:
 - correspondence
 - quality data including survey, needs, test results
 - contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts

Integration of project activities may include:

- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include:

- scope management
- communication and reporting
- schedule management
- financial management
- fraud control
- quality management
- resources management
- people management
- logistics management
- risk management
- contract management
- project implementation
- transition
- change management

Development may include:

- regular meetings
- feedback
- encouragement
- mentoring and coaching
- additional physical and human resources (within allocated budget) if and as required

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations

- privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environment and sustainability

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

Contract change proposals may include:

- administration
- cost
- engineering, technical, technology changes
- resources
- scope
- specifications
- time

Specifications may include:

- functional
- technical
- performance
- material

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM503B Close complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers closure of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes reviewing project activity and managing project closure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review project activity	1.1 Evaluation of project process, supplier performance and achievement against objectives is undertaken in consultation with <i>stakeholders</i> and results are reported in accordance with the <i>project plan</i> evaluation framework and organisational <i>policy and procedures</i> .
	1.2 The extent to which clients needs were met is evaluated and action to rectify problems is identified and documented.
	1.3 Implications of project outputs/outcomes for policies and operating procedures are identified and recommendations are made for their amendment.
	1.4 Information obtained from the evaluation of the project is provided in accordance with organisational requirements so it may be used to improve relevant policy and practice .
2. Manage project closure	2.1 Any funding associated with the project is acquitted against project budget items, and financial records are checked for accuracy and completed in accordance with organisational procedures.
	2.2 Project wind-down is <i>managed</i> and <i>documentation</i> , records and <i>approvals</i> are handled in accordance with project plan and organisational policy and procedures.
	2.3 Project stakeholders are debriefed, and infrastructure and resources are redeployed in accordance with organisational policy and procedures.
	2.4 Project hand-over to user/s is completed in accordance with organisational procedures, and lessons learnt are documented and reported to stakeholders to assist in continuous improvement.
	2.5 Stakeholders are advised of procedures and authorities for initial support to apply project results where relevant, and strategies

ELEMENT

PERFORMANCE CRITERIA

are provided to manage long-term project momentum in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing results and evaluating outcomes against objectives
- writing recommendations and preparing reports requiring precision of expression
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- debriefing stakeholders and redeploying resources and infrastructure
- acquitting and reporting on resource expenditure including time and costs
- using project management tools applicable to reasonably complex projects
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project finalisation, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability requirements
 - project governance requirements
 - quality standards
 - risk management
 - procurement guidelines
 - financial management
 - human resource management and development
 - equal employment opportunity, equity and diversity principles
 - project specifications and objectives
- project management tools to suit a range of reasonably complex projects in

terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project

- project management principles and systems
- critical analysis in a project management context
- business and commercial issues related to the projects managed
- organisational and political environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV512A Use complex workplace communication strategies
 - PSPGOV517A Coordinate risk management
 - PSPPM501B Design complex projects
 - PSPPM502B Manage complex projects
 - PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- reviewing and closing complex projects in a range of (3 or

more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools suited to reasonably complex projects

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and closing complex projects, including coping with difficulties, irregularities and breakdowns in routine
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to

assessment ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and

human resource development

- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environment and sustainability

Policy and procedures may include:

Management of project wind-down may include:

- risks
- issues
- assets
- consultants
- project team
- support staff

Documentation may include:

- project completion report
- supplier performance reports
- whole-of-life support plans
- transfer documents
- financial reports and acquittals
- evaluation reports
- transition plans

Approvals may be required from:

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPM504A Carry out complex project activities

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the work activities required to carry out complex project activities or multiple projects simultaneously. Typically this work is undertaken by project officers who are required to work on projects for multiple clients, or all aspects of larger projects. They are sometimes responsible for all the project deliverables, and at other times they work in teams on aspects of a number of projects. Contract management requirements are not included, as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

The unit includes reviewing and confirming requirements of each project/activity, organising and undertaking project activities, managing the progress of multiple projects/activities and finalising projects/activities.

In practice, conducting complex project activities overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Review and confirm project requirements

- 1.1 Limits of own responsibility and reporting requirements are confirmed for each of the projects/project activities assigned.
- 1.2 Information and supporting materials for each project/project activity are obtained in accordance with project requirements, organisational *policy and procedures*.
- 1.3 *Project plans* are analysed and requirements, timeframes, roles, responsibilities and *stakeholder* involvement are confirmed for each.
- 1.4 Project management procedures and controls are confirmed in accordance with each project plan, and any required changes are negotiated according to the project plan change management strategy.
- 1.5 Project plans are updated with confirmed information for milestones, resources, team members and steering committee details.

2. Organise and undertake project activities

- 2.1 Personal work plans are prepared to assign activities, timeframes and milestones for all projects/project activities to a single planning management framework to meet the progress requirements for each project/project activity.
- 2.2 Where project requirements cannot be accommodated and clashes occur, negotiations are conducted with project managers and/or supervisory staff to find a compromise satisfactory to all stakeholders.
- 2.3 Project tasks are accomplished in accordance with project plans

ELEMENT**PERFORMANCE CRITERIA**

- and any changes are managed in accordance with the approved project change strategy.
- 2.4 *Project data* is captured and recorded in accordance with project requirements.
- 2.5 Specialist advice and support are provided to project managers, steering committees and stakeholders as required to achieve project objectives.
- 3. Manage progress of multiple projects/activities**
- 3.1 *Project management tools* are used for integration and timing of project activities and achievement of project outcomes.
- 3.2 Risks to progress and achievement of project objectives are anticipated and reported to project management for action in accordance with *risk management* plans.
- 3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in *consultation with project managers*.
- 3.4 Problem solving to find innovative *solutions* to project problems or unplanned-for contingencies is undertaken in consultation with project management.
- 3.5 Progress reports are provided as required by project communication plans.
- 4. Finalise project activities**
- 4.1 Project deliverables for each project/activity are completed to the required standard in the required timeframes.
- 4.2 Recordkeeping associated with each project is completed as required by project plans.
- 4.3 Project processes are evaluated, issues identified and recommendations made for continuous improvement of projects/activities.
- 4.4 Project reports are prepared containing required information completed to the required standard using agreed style, voice and formats.
- 4.5 Project hand-overs of deliverables and return of borrowed/unused materials are completed in accordance with project plans and organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- managing the logistics of dealing with multiple projects/activities, masters and milestones
- managing self, time and costs
- using project management tools
- negotiating changes to timelines, roles and responsibilities
- communicating with project managers and other stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on projects and management of the projects, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability standards
- project governance requirements
- quality standards
- risk management
- procurement
- financial management
- human resources
- equal employment opportunity, equity and diversity principles
- principles of project management
- project management tools to suit the combination of projects/activities carried out
- risk management strategies for carrying out multiple projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV512A Use complex workplace communication strategies
 - PSPPROC501A Manage contract risk
 - PSPPROC502A Establish contract management arrangements
 - PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting multiple project activities, including coping with difficulties, irregularities

and breakdowns in routine

- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and

regulations

- privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environmental and sustainability standards

Project plans will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources

Stakeholders may include

- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project data may include

- research data
- quality data including trials or test results
- draft materials
- samples, prototypes, models
- project outcomes
- record of time spent on project and progress in completing project
- correspondence
- financial data including costs, expenditure, income generated, purchases

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system

- logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual
- Risk management*** may include:
- removing the risk
 - transferring the risk
 - minimising the risk
 - accepting the risk
 - preparing a contingency plan
 - keeping reserves
- Consultation with project managers*** may also include:
- steering committees
 - project sponsors
 - business owners of the projects
 - program managers
 - specialist project management office
 - chief executive officer, manager or management representative
 - funding body representatives
 - customers or clients
- Solutions to problems*** may include:
- reducing costs
 - researching and applying more efficient methods of completing project tasks
 - seeking further resources to meet deadline
 - negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
 - sharing of ideas to gain improvements to work undertaken within the project
 - outsourcing aspects of the project
 - changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Project Management.

PSPPOL501A Develop organisation policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of 'in house' policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

In practice, developing organisation policy may overlap with other generalist or specialist work activities such as developing client services, complying with public sector legislation, acting ethically, engaging the community, coordinating research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for policy development or review	1.1 <i>Internal and external factors</i> , issues, <i>events</i> , directions or government/board policies likely to cause changes to <i>organisation policy</i> are identified.
	1.2 The likely implications and impact of these factors that might require policy development are identified in consultation with <i>stakeholders</i> .
	1.3 A critical analysis of the need for new or revised policy is conducted that includes a scan of the wider internal and external environment, that checks related policies for context and identifies other policies likely to be impacted.
	1.4 Priority areas for policy development/review are recommended in accordance with organisational procedures.
	1.5 Confirmation of the need for policy development/review and supporting evidence is detailed in accordance with organisational procedures.
2. Plan the policy development process	2.1 The <i>approving authority</i> is confirmed and organisational procedures and protocols for policy development are confirmed and applied.
	2.2 <i>Issues</i> likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning.
	2.3 <i>Policy requirements</i> are outlined in a <i>policy development plan</i> in accordance with organisational procedures.
3. Gather and analyse information for policy development	3.1 Stakeholders are identified and engaged through the establishment and maintenance of a representative and relevant <i>policy network</i> .
	3.2 <i>Information</i> required to support the policy development process is identified, gathered, analysed and interpreted.
	3.3 An <i>analytical framework</i> for the development of the policy is

ELEMENT	PERFORMANCE CRITERIA
4. Determine policy direction	<p>determined and applied.</p> <p>4.1 A range of policy options and <i>criteria for choice</i> are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction.</p> <p>4.2 Where appropriate, specific policy options are promoted to executive within the organisation.</p> <p>4.3 Preferred policy option is recommended and risk treatments are determined in accordance with the policy development plan.</p> <p>4.4 Approvals/endorsements are obtained in accordance with the policy development plan and organisational procedures.</p>
5. Draft policy	<p>5.1 Policy is drafted and a cyclical process of consultation, feedback, identification of changes and re-drafting is implemented in accordance with the policy development plan.</p> <p>5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones.</p> <p>5.3 An implementation plan is included in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy.</p> <p>5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and evaluation of the policy are included within the policy.</p> <p>5.5 The policy is developed in accordance with <i>organisational requirements for style, format and contents</i>.</p>
6. Release and promote policy	<p>6.1 Policy is cleared through organisational channels, and agreement of critical stakeholders is gained in accordance with organisational procedures.</p> <p>6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the <i>outcomes</i>, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.</p> <p>6.3 The policy is released and <i>promoted</i> in accordance with organisational requirements.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of a team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPCOM502A Develop and implement community engagement strategies
- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing policy, including coping with difficulties, irregularities and breakdowns in routine
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people

- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Internal and external factors may include:

- internal:
 - restructuring
 - new service models
 - amalgamation with other departments/agencies
 - new work practices
- external:
 - legislative changes
 - changing social trends
 - economic/technological change

Events may include:

- restructure
- amalgamation
- changes to legal risks
- changes in strategic direction
- changes to legislation and whole of government policies
- pilots or trials of policy

Organisation policy may include:

- any aspect of an organisation's business, such as policies relating to:
 - core business
 - client services
 - business structure
 - human resources
 - administration
 - financial management
 - work practices
 - training
 - information technology
 - technical/professional requirements
 - legal requirements
 - environmental and sustainability practices

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
 - employees at all levels of the organisation
 - other public sector organisations
 - private sector organisations
 - non-government organisations
 - other jurisdictions
 - union and association representatives
 - boards of management
 - government
 - Ministers
 - clients
 - the public
 - special interest groups

Approving authority may include:

- chief executive officer
- delegated officer, such as policy manager
- senior management
- board of management
- managing director

Issues may include:

- political sensitivities
- social and cultural sensitivities/factors
- equity in service delivery and employment practice
- resource implications (of policy implementation)

- technological influences/implications
 - jurisdictional boundaries/crossovers
 - ‘sunk cost’ restrictions
 - non-consenting stakeholders at the end of the policy development process
 - existing awards or agreements impacting on staff, including enterprise bargaining agreements
- Policy requirements*** may be defined in terms of:
- context
 - rationale
 - issues to be addressed
 - expected outcomes
 - timeframe
 - research methods
 - resource requirements for development
 - key stakeholders
 - communication strategy
 - feedback mechanisms for review
 - milestones
 - precedents
 - risk analysis
 - possible complications
 - success measures
 - impact on equity
 - possible resource implications for implementation
- Policy development plan*** may include:
- policy objectives/outcomes
 - timelines
 - methodology – a cyclical process of consultation, feedback, identification of changes, and re-drafting
 - stakeholders
 - risks/risk management
 - performance criteria to inform review and evaluation
 - dissemination and promotion activities
 - implementation issues
- Establishment and maintenance of a ***policy network*** may include:
- communication and information strategy to capture required range of opinions
 - range of communication channels for providing information
 - range of input strategies for obtaining information
- Information gathering*** may include:
- consulting with stakeholders, including specialists in relevant issues
 - focus groups

- developments in other public sector or private sector organisations
 - evaluation of similar policies
 - benchmarking against other organisations/work functions
 - accessing information in current and closed files
 - surveys
 - literature reviews
 - Internet
- Analytical frameworks*** may include:
- logical/rational (including best practice)
 - incremental
 - radical transformation
- Criteria for choice of preferred policy option*** may include:
- likely effectiveness in terms of:
 - meeting policy objectives
 - minimising risks
 - impact on day-to-day implementation throughout the organisation
 - practicality at the coal-face
 - competing priorities in the workplace
 - constraints
 - structure and culture of the organisation
 - implementation timeframe and costs (including infrastructure)
 - interaction with other policies (existing or being developed)
 - consistency with broader government agendas
- Organisational requirements for style, format and contents*** may require policies to be:
- forward-looking
 - outward-looking
 - principles-based
 - innovative, creative, flexible
 - evidence-based
 - inclusive
 - consistent
 - self-contained, with adequate coverage of the subject matter
 - accessible to the intended audience/understandable to all users
 - gender-neutral and written in non-discriminatory language
 - version-controlled to support evaluation and revision
- Outcomes*** of the policy development process may include:
- nature of the policy change
 - the outcomes expected by stakeholders
 - issues

Promotion of policy may include:

- expected costs
- timelines
- contextual factors (including any impact on other related policies)
- formal launch
- information sessions
- presentations
- ongoing advice
- intranet
- web site
- advertising where policy is located and how to access it

Unit Sector(s)

Not applicable.

Competency field

Policy.

PSPPOL601A Develop public policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, gaining agreement for, and disseminating public policy.

In practice, developing public policy may overlap with other generalist or specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts.

This unit replaces and, for qualification purposes, is equivalent to *PSPPOLD601A Develop public policy*. Policy evaluation is no longer part of the unit. Evaluation is addressed in *PSPMNGT611A Manage evaluations*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for public policy development or review	1.1 <i>Events</i> , issues or government policies likely to cause changes to <i>public policy</i> are identified.
	1.2 The likely implications and impact of these factors that might require public policy development are identified and prioritised in consultation with <i>stakeholders</i> .
	1.3 A critical analysis of the need for new or revised public policy is conducted that includes a scan of both internal and external environments, that checks related policies for context and identifies other public policy likely to be impacted.
	1.4 Priority areas for public policy development/review are recommended in accordance with government directions.
	1.5 Confirmation of the need for public policy development/review and supporting evidence is detailed in accordance with policy and procedures.
2. Plan public policy development process	2.1 The <i>approving authority</i> is confirmed and procedures and protocols for public policy development are confirmed and applied.
	2.2 <i>Issues</i> likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning.

ELEMENT	PERFORMANCE CRITERIA
	2.3 Public <i>policy requirements</i> are outlined in a policy development plan in accordance with organisational procedures.
3. Gather and analyse information for public policy development	<p>3.1 Stakeholders are identified and engaged through the establishment and maintenance of a public policy network.</p> <p>3.2 Information required to support the policy development process is <i>gathered</i>, analysed and interpreted.</p> <p>3.3 An <i>analytical framework</i> for the development of public policy is determined and applied.</p>
4. Determine public policy direction	<p>4.1 Strategic input is obtained from high-level staff in accordance with organisational/public sector protocols.</p> <p>4.2 A range of policy options and <i>criteria for choice</i> are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction.</p> <p>4.3 Where appropriate, specific policy options are promoted to key individuals, organisations and groups.</p> <p>4.4 A preferred public policy option is identified and risk treatments are determined in accordance with the policy development plan.</p> <p>4.5 Approvals/endorsements are obtained in accordance with the policy development plan and public sector procedures and protocols.</p>
5. Draft public policy	<p>5.1 Public policy is drafted using a cyclical process of consultation, feedback, identification of changes and re-drafting implemented in accordance with the policy development plan.</p> <p>5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones.</p> <p>5.3 An implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy, is included within the policy.</p> <p>5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy are included within the policy.</p> <p>5.5 The policy is developed in accordance with <i>organisational requirements for style, format and contents</i>.</p>
6. Release and promote public policy	<p>6.1 Public policy is cleared through required channels, and agreement of critical stakeholders is gained in accordance with the policy development plan.</p> <p>6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the <i>outcomes</i>, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.</p>

ELEMENT

PERFORMANCE CRITERIA

6.3 The policy is released and *promoted* in accordance with government requirements.

6.4 Advice is provided to those affected by policy changes in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of an inter-agency team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPMNGT604B Manage change
 - PSPMNGT605B Manage diversity
 - PSPMNGT606B Manage quality client service
 - PSPMNGT608B Manage risk
 - PSPOHS602A Manage workplace safety
 - PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing public policy, including coping with difficulties, irregularities and breakdowns in routine
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

Events may include:

- Machinery of Government changes
- a shift to designing policy around a set of government priorities not organisational structures/individual agencies
- a focus on whole of government policies
- changes to legal risks
- emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government

- national or international events such as:
 - change in government
 - changes in government policy
 - changes in strategic direction
 - changes in legislation
 - changes in the policies of other governments
 - changing social trends
 - economic/technological change
- Public policy*** may include:
- ongoing policy formulation to meet the immediate needs of government
 - evidence-based policy
 - policy focused on the medium to long term
 - any aspect of Australian life or public sector services or practices for which government considers policy development is required
- Stakeholders*** may include:
- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, including:
 - employees at all levels of the public sector
 - government
 - Ministers
 - clients
 - the public
 - other public sector organisations
 - other jurisdictions
 - union and association representatives
 - boards of management
 - international governments
 - international bodies
 - community groups
 - non-government organisations
 - special interest groups
 - key individuals of influence
- Approving authority*** may include:
- chief executive officer
 - delegated officer, such as policy manager
 - senior management
 - board of management
 - managing director
- Issues*** may include:
- political sensitivities
 - social and cultural sensitivities/factors

Policy requirements may be defined in terms of:

- resource implications (of policy implementation)
- technological influences/implications
- jurisdictional issues
- 'sunk cost' restrictions
- non-consenting stakeholders at the end of the policy development process
- refusal to be involved, blocking, hampering process
- context
- rationale
- issues to be addressed
- expected outcomes
- timeframe
- business/government cycles
- research methods
- resource requirements for development
- key stakeholders
- communication strategy
- feedback mechanisms for review
- milestones
- precedents
- risk analysis
- possible complications
- success measures/learning from failure or previous problems
- possible resource implications for implementation

Information gathering may include:

- stakeholder consultation
- developments across the public sector or in private sector organisations
- evaluation of similar policies
- benchmarking (including international benchmarking)
- current and closed files
- surveys
- literature reviews
- Internet
- comparing with approaches in other countries

Analytical frameworks may include:

- logical/rational (including best practice)
- incremental
- radical transformation

Criteria for choice of

- likely effectiveness

preferred policy option
may include:

- implementation timeframe and costs (including infrastructure)
- interaction with other policies (existing or being developed)
- consistency with broader government and community agendas

Organisational requirements for style, format and contents may require policies to be:

- forward-looking
- outward-looking
- principles-based
- innovative, creative, flexible
- evidence-based
- inclusive
- consistent
- self-contained, with adequate coverage of the subject matter
- accessible to the intended audience/understandable to all users
- gender-neutral and written in non-discriminatory language

Outcomes of the policy development process may include:

- nature of the policy change
- the outcomes expected by stakeholders
- issues
- expected costs
- timelines
- contextual factors (including any impact on other related policies)

Promotion of policy may include:

- formal launch
- national campaign
- information sessions
- presentations
- media campaign
- ongoing advice

Unit Sector(s)

Not applicable.

Competency field

Policy.

PSPPROC303A Carry out basic procurement

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the expenditure of public monies for simple purchasing that requires simple and routine purchasing tasks to be undertaken under supervision. Goods and services are of low value or low risk, and purchasing is in accordance with government policy, public accountability requirements and organisational procedures. The unit includes planning for and undertaking procurement, and receiving goods and services.

In practice, undertaking basic procurement may overlap with other generalist or specialist work activities, such as working effectively in the organisation, upholding the values of public service or local government, complying with legislation, and using resources and financial systems.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who undertake purchasing as part of their role, whether as an initiator of a purchase or as an approver. This unit may not be appropriate for those who have a significant role in procurement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan for basic procurement of goods or services

- 1.1. ***Delegation/limit of authority*** for basic procurement of goods or services is confirmed.
- 1.2. Procurement requirements are researched, confirmed and clarified as necessary with ***relevant personnel***.
- 1.3. Most suitable ***option for acquiring goods or services*** is determined in accordance with legislation, policy and procedures, and value for money considerations.
- 1.4. Approval processes for procurement options are identified.
- 1.5. ***Risk planning*** is conducted for the procurement activity in accordance with procedures, delegation and guidelines.

2. Undertake procurement

- 2.1. Approvals are obtained as necessary for procurement of goods or services in accordance with organisational policy and procedures.
- 2.2. Quotations are obtained if necessary in accordance with legislation, policy and procedures, and any conflict of interest is declared and resolved in accordance with organisational policy and procedures.
- 2.3. Suppliers or service providers are assessed and selected on the basis of ***best value for money***.
- 2.4. Procurement is initiated or orders are placed in

accordance with selected procurement option.

2.5. Procurement is conducted in accordance with the organisation's probity and governance requirements.

2.6. Procurement is conducted in line with the organisation's *financial management system*.

3. Receive goods or services

3.1. Goods are received or provision of services is accepted in accordance with procurement requirements.

3.2. Quality assurance processes are implemented to ensure goods or services meet procurement specifications and outcomes required.

3.3. Action is taken to resolve non-compliance with specifications within limits of own authority, or is referred according to organisational policy and procedures.

3.4. Receipt of goods or services is *confirmed* and accounts are processed for payment according to organisational procedures.

3.5. *Records* are maintained and reporting obligations are met according to organisational and legal requirements to provide an audit trail and for other organisational purposes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - write and communicate procurement requirements in unambiguous terms
 - consult and negotiate with providers
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - assess procurement options and select the most suitable option
 - assess goods and services against specifications
- initiative and enterprise skills to apply OHS and environmental requirements to basic procurement requirements
- planning and organising skills to apply risk-management processes

- self-management skills to apply codes of conduct, codes of practice and standards of individual behaviour
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government procurement guidelines, including environmental purchasing guidelines
- organisation's code of conduct, codes of practice and standards of individual behaviour relating to procurement of goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procurement options and methods
- probity and ethical issues
- procedures for receipt and payment of goods or services, including credit card procedures
- procurement approval procedures
- financial and government accountability requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation and guidelines, including OHS and environment

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment Competency must be demonstrated by undertaking basic procurement of goods or services consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- produce a procurement plan appropriate to the scale, complexity and risk of the procurement
- implement the procurement plan in a way that reflects organisational policies and approaches
- use relevant template documents
- accept delivered goods and services into use
- operate within own delegations and seek advice when

appropriate

- keep records of procurement activities.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least three separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to basic procurement of goods and services
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of basic procurement activities
- case studies that incorporate dilemmas, and probity requirements relating to basic procurement of goods and services.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies selected for basic procurement
- review of basic procurement plans, requests for quotation, quotation evaluation plans, selection reports, credit card purchase documents, approvals obtained, simple budgets, invoices paid, other financial documents and other documentation prepared by the candidate in a range of contexts
- feedback from peers or supervisors on actions taken to monitor and review contract performance

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC301B Uphold the values and principles of

- public service
- PSPGOV301B Work effectively in the organisation
- PSPGOV305B Access and use resources and financial systems
- PSPGOV309A Address client needs
- PSPGOV312A Use workplace communication strategies
- PSPLEGN301B Comply with legislation in the public sector

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- | | |
|--|---|
| <i>Delegation/limit of authority</i> may include: | <ul style="list-style-type: none"> • low value or low risk procurement • one-off purchases • expenditure approval limits • approval processes • procurement decision making |
| <i>Relevant personnel</i> may include: | <ul style="list-style-type: none"> • internal user of procured goods or services • supervisor • specialist procurement personnel • supplier |
| <i>Options for acquiring goods or services</i> may include: | <ul style="list-style-type: none"> • purchasing off an existing contract, standing offer or multi-use list • government credit card transactions • direct purchase from retail or wholesale outlets • petty cash • standard electronic commerce or online transactions |
| <i>Risk planning</i> may include: | <ul style="list-style-type: none"> • stakeholder consultation • confirmation that a procurement process is necessary • confirmation that funds are available • confirmation that required approvals have been obtained |
| <i>Best value for money</i> | <ul style="list-style-type: none"> • availability |

includes:

- ease of disposal
- price
- through life support
- warranty
- quality and suitability of product

Financial management system may include:

- procurement and contracts' register
- delegations and authorities
- reporting requirements
- record keeping
- receiving and accepting deliverables
- payment approval process
- credit card process

Confirmation may include:

- verbal and written
- internal and external
- to users
- to management.

Records may include:

- purchase requests and orders
- invoices and payment requests
- statements and petty cash vouchers
- records of authorised decisions
- corporate credit card transaction statements
- records of supplier performance
- financial statements
- asset registers
- actions taken to manage identified conflict of interest
- records of conversation
- procurement reporting

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

PSPPROC406B Procure goods and services

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the expenditure of public monies for simple procurement of low value/low risk goods and services using contractual arrangements that include simple tendering and requests for quotation. The unit requires analysis and decision making in the procurement process, which is undertaken under limited supervision. It includes planning and undertaking procurement, managing contractors and completing contractual arrangements.

In practice, procuring goods and services overlaps with other generalist and specialist public sector or local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers, selecting providers and managing contracts.

This unit is not recommended for those who specialise in procurement. It cannot be included in the Certificate IV in Government (Procurement and Contracting).

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who enter into contracts or go out to tender or manage the procurement but are not procurement professionals. Those undertaking this unit may be developing a request for tender but procurement is not a major part of their role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan for procurement of goods or services.

- 1.1. ***Market assessment*** is used to identify and select options for procuring goods or services in accordance with business plan requirements, legislation, policy and procedures, and ***probity requirements***.
- 1.2. ***Commercial strategy*** is identified to achieve the procurement outcome set out in the business plan, achieve value for money, and meet legal and probity requirements.
- 1.3. Risk planning is conducted for the procurement activity according to procedures, delegations and guidelines.
- 1.4. Process and criteria for evaluation of offers from suppliers or service providers are identified to meet public sector probity requirements, and are recorded in a tender evaluation plan.
- 1.5. Procurement plan is developed to manage procurement process and ***contractual arrangements*** in accordance with ***legislation, policy and procedures, and probity requirements***.

- 1.6. *Stakeholders* are consulted about the planned procurement and their feedback is incorporated into the procurement process.
2. **Undertake procurement.**
- 2.1. *Method for requesting and receiving offers* is chosen to suit the procurement activity and comply with organisational policy and procedures and probity requirements.
- 2.2. Specialist expertise is used to assist in evaluation of offers as required.
- 2.3. Evaluation and selection of the offer are made according to tender evaluation plan, and organisational policy and procedures.
- 2.4. Notification of successful and unsuccessful suppliers/providers is undertaken according to procurement plan, and organisational policy and procedures.
- 2.5. Work does not commence and payment is not made until contractual arrangements are formalised.
- 2.6. Contractual arrangements that are legally binding to all parties and suitable to the procurement activity are negotiated, formalised and *reported* according to organisational policy and procedures.
3. **Manage contractors.**
- 3.1. Communication strategies are established to build and maintain relationships with contractors.
- 3.2. Performance is monitored against contract performance indicators for quality assurance of the goods or services and to ensure compliance with contract specifications.
- 3.3. Contract performance indicators are regularly reviewed to ensure relevance.
- 3.4. Approvals are obtained for contract variations according to organisational and contractual requirements.
- 3.5. Disputes or complaints are investigated, documented and resolved or referred according to contractual provisions.
- 3.6. Contractual obligations to contractors are met.
- 3.7. *Records* are maintained according to organisational and legal requirements to provide an audit trail and for other *organisational purposes*.
4. **Complete contractual arrangements.**
- 4.1. Goods and services received are confirmed as meeting contractual specification and required outcome, and accounts are processed for payment according to organisational procedures.

- 4.2. Contracts are finalised, cancelled or terminated according to contractual arrangements.
- 4.3. Contract performance, outcomes and management processes are evaluated, and lessons learnt are recorded and used to inform ongoing contract management practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - write procurement specifications in unambiguous terms
 - consult and negotiate with providers
 - write, read and/or sign contractual agreements that may include complexity of language and style, using templates where appropriate
 - engage in ongoing communication with contractors that may involve explaining or clarifying written and oral information, note-taking at meetings, active listening, and checking for understanding
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - evaluate procurement options and select the most suitable option
 - assess goods or services provided against specifications
- initiative and enterprise skills to apply OHS, environmental, sustainability and corporate social responsibility practices in the context of government procurement activities
- planning and organising skills to:
 - manage contractor performance against contract requirements
 - make payments and manage financial arrangements
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- organisation's code of conduct and code of ethics
- procurement options and methods
- probity and ethical issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procuring goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procedures for receipt and payment of goods or services
- common use arrangements
- procurement approval procedures
- financial accountability requirements
- aspects of contract law, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment Competency must be demonstrated in the ability to procure goods and services consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit Assessment must confirm the ability to:

- plan a procurement activity, using templates where these are available, to a level of detail commensurate with the complexity and risk profile of the procurement
- implement the procurement plan in a way that reflects the legislative and policy environment applicable to the organisation
- develop a suitable contract management plan, using templates if available
- manage the performance of contractors to ensure that the

goods or services are delivered in accordance with the contract

- act within own delegations and refer issues to higher authority when necessary.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities
- case studies that incorporate dilemmas, and probity requirements relating to procurement of goods and services.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies selected for procurement
- review of procurement plans, requests for quotation/tender, tender evaluation plans, selection reports, contracts, contract management plans and reports, and other documentation prepared by the candidate in a range of contexts
- feedback from peers or supervisors on actions taken to monitor and review contract performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV417A Identify and treat risks
- PSPGOV421A Exercise delegations
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC411A Plan procurement
- PSPPROC412A Develop and distribute requests for offers
- PSPPROC413A Select providers and develop contracts
- PSPPROC414A Manage contracts.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Market assessment

may include:

- structure of the market
- number and quality of providers
- factors and conditions which may affect supply of goods or provision of services
- potential impact of intended procurement activity

Evaluation of options

may include:

- stakeholder consultation
- confirmation that procurement is necessary
- development of a business case
- comparison of internal and outsourced provision

Probity requirements:

- may include:
 - accountability
 - transparency
 - confidentiality
 - managing conflict of interest
 - impartiality
- are maintained to:
 - encourage conformity to processes
 - facilitate accountability
 - ensure proponents are treated in a fair and equitable manner

Key elements of a *commercial strategy* may include:

- encourage commercial completion
- preserve public and private sector confidence in government processes
- consultation with key stakeholders
- expenditure budget meets organisational requirements for probity and accountability
- procurement process agreed by users and documented, and meets legal and probity requirements
- approvals obtained
- contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators that provide the basis for due performance

Contractual arrangements may include:

- verbal and written orders
- purchase order
- government credit cards
- petty cash
- memoranda of understanding/memoranda of agreement
- in-house service level agreements
- contracts
- standing offers
- inter and intra-government agreements

Legislation, policy and procedures and probity requirements may include:

- commonwealth or state and territory legislation
- council rules and by-laws
- equal employment opportunity and anti-discrimination law
- commonwealth, and state or territory government procurement guidelines, including environmental purchasing guidelines
- organisational policies and practices
- probity guidelines
- financial management requirements

Stakeholders may include:

- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations

- industry bodies
 - local communities
 - lobby groups and special user groups
- Methods for requesting and receiving offers*** may include:
- requests for quotation
 - direct purchases using existing supply agreements, such as standing offers
 - oral quotations
 - written quotations
 - direct purchases from retail or wholesale outlets
 - electronic commerce
- Reporting*** may include:
- gazettal notices
 - public notification
 - Gazette Publishing System (GaPS)
 - electronic
 - verbal
 - annual reports
 - internal and/or external
 - statistical reports
- Records*** may include:
- purchase requests and orders
 - simple procurement submissions and proposals
 - invoices and payment requests
 - statements and petty cash vouchers
 - offer and contract documents
 - evaluation process documentation
 - records of authorised decisions
 - corporate credit card transaction statements
 - records of supplier performance
 - gazettal notices
 - financial statements
 - asset registers
 - records of conversation
 - actions taken to manage identified conflict of interest
- Organisational purposes*** may include:
- reports and other documents
 - future procurement planning and contract management
 - accountability requirements
 - Ministerials

Unit Sector(s)

Not applicable

Competency field

Procurement and Contract Management.

PSPSEC405A Handle security classified information

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements related to handling security classified information. It includes receiving, dealing with and maintaining security classified information.

In practice, handling security classified information may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive security classified information	1.1 <i>Security classified information</i> is <i>received</i> and checked to ensure transmission protocols have been adhered to.
	1.2 Action is taken in accordance with security policy and procedures where protocols have not been adhered to.
	1.3 Security classified information is recorded in accordance with organisational policy and procedures.
2. Deal with security classified information	2.1 Security classified information is <i>reviewed</i> to ensure classification meets the organisation's security policy for protection of information.
	2.2 Aggregated security classified information is reviewed to ensure that it is classified in accordance with security requirements.
	2.3 Classification requirement is checked to ensure it is warranted, and the level of protection is assigned in accordance with the consequences that might result from the compromise of the information's confidentiality, integrity and availability.
	2.4 Originators of information who classify documents are contacted to discuss re-classification or de-classification where necessary.
	2.5 Security classified information is <i>transmitted</i> in accordance with organisational security policy and procedures.
	2.6 <i>Expert advice</i> is obtained as required in accordance with organisational policy and procedures.
3. Maintain security classified information	3.1 Security classified information is <i>secured</i> in accordance with organisational policy and procedures.
	3.2 Security classified information is <i>accounted for</i> in accordance with organisational policy and procedures.
	3.3 Security classified information is <i>disposed of</i> in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- applying security classification systems
- using analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation who classify, transmit or advise on security classified information
- responding to diversity, including gender and disability
- undertaking recordkeeping requiring attention to detail, and adherence to standards
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of security classified information
- classification system for national security and non-national security information
- procedures for confirming initial security classifications
- international protocols and treaties impacting on government security management
- available sources of expert advice
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- security classified information handled in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to handling security classified information
- case studies and workplace scenarios to capture the range of situations likely to be encountered when handling security classified information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling security classified information, including coping with difficulties, irregularities and breakdowns in routine
- security classified information handled in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse

backgrounds

- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Security classified information may include:

- hard copy
- electronic
- audio-visual
- photographic
- encrypted
- national security classified
- non-national security classified
- classified by third parties

Security classified information may be *received* by:

- hand
- mail
- safe hand mail
- courier
- electronic means
- single or aggregated information

Reviewed information may include:

Transmission may be by:

- hand
- mail
- courier
- electronic means

Expert advice may include:

- agency security adviser/s
- specialist agencies such as:
 - Australian Security Intelligence Organisation
 - Department of Foreign Affairs and Trade
 - Australian Public Service Commission
 - Defence Signals Directorate
 - Australian Federal Police
 - Attorney-General's Department
 - Australian National Audit Office
 - Office of the Australian Information Commissioner

Securing practices may include:

- correct filing
- clean desk
- quitting all electronic systems and networks
- checking environment including:
 - desks
 - whiteboards
 - waste bins
 - computer drives
 - containers
 - cabinets
 - safes
 - vaults
 - windows
 - doors
- safe carriage of keys

Accounting for security classified information

- audit
- spot checks

may include:

- correct notation or markings
- file records
- transmission records
- receipts

Methods of *disposal* may include:

- pulping
- burning
- pulverisation
- shredding
- overwriting
- degaussing
- destruction
- archiving

Unit Sector(s)

Not applicable.

Competency field

Government Security Management.

PSPSOHS402A Contribute to the implementation of the OHS consultation process

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the outcomes required to effectively contribute to the promotion of consultative arrangements in the workplace by communicating, influencing and consulting as part of a systematic approach to managing OHS. The unit addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

In practice, contributing to the implementation of the OHS consultation process may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, delivering client services, supporting policy implementation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures, programs in a work area. It addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

This unit will involve working with individuals and working with groups.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the 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 range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to procedures as individuals or as part of a group to raise OHS issues or request information and data	<p>1.1 <i>Strategies and tools</i> for individuals or groups to raise OHS issues or request information and data are identified.</p> <p>1.2 Procedures for individuals and groups to raise OHS issues or request information and data are implemented and communicated to <i>stakeholders</i> and <i>interested parties</i>.</p> <p>1.3 <i>Barriers</i> to individuals or groups seeking OHS information and data or raising issues are identified.</p> <p>1.4 Recommendations are made to address any identified barriers.</p>
2 Contribute to procedures for communicating OHS information and data	<p>2.1 Needs for <i>OHS information and data</i>, communication and consultation, including relevant <i>legislative requirements</i>, are identified with stakeholders.</p> <p>2.2 Information and data about OHS is provided to key personnel on a regular basis, in a readily accessible manner and appropriate to the target group.</p> <p>2.3 Formal and informal <i>communication processes</i> are used to provide information and data about OHS.</p> <p>2.4 Any barriers to individuals or groups gaining information and data about OHS are identified.</p> <p>2.5 Recommendations are made to address any identified barriers.</p>
3 Communicate OHS information, data and advice	<p>3.1 Timely and appropriate OHS information and data and advice are provided to stakeholder groups and individuals.</p> <p>3.2 OHS-related contributions in the form of ideas, information and</p>

ELEMENT	PERFORMANCE CRITERIA
<p>effectively to influence management decision making and action</p>	<p>solutions are made to influence management decision making and action.</p> <p>3.3 Awareness of the organisation's cultural and industrial environment is used when dealing with OHS issues.</p>
<p>4 Contribute to maintaining consultative arrangements</p>	<p>4.1 Support and advice are provided to those involved in <i>OHS consultative arrangements</i>.</p> <p>4.2 The OHS issue resolution process is supported to facilitate timely and equitable resolution of OHS issues.</p> <p>4.3 OHS consultative processes are facilitated to meet legislative and workplace requirements.</p> <p>4.4 The effectiveness of OHS consultation and participative arrangements is monitored.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- preparing brief summary reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within a time frame
- employing consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and where appropriate access resources
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- dealing with conflict and contestability
- identifying and developing links between different activity areas in the

workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- internal and external sources of OHS information and data
- benefits and limitations and use a range of communication strategies and tools appropriate to the workplace
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS e.g.
 - labour market changes
 - structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- principles of effective meetings including agendas, action planning, chair/secretarial duties, minutes and action items
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup
- public policy basis of OHS

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<p>Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV402B Deliver and monitor service to clients • PSPGOV412A Use advanced workplace communication strategies • PSPGOV422A Apply government processes • PSPPOL404A Support policy implementation • PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS • PSPSOHS404A Contribute to the implementation of strategies to control OHS risk • PSPSOHS407A Ensure compliance with OHS and other relevant laws.
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • knowledge requirements of this unit • skill requirements of this unit • application of employability skills as they relate to this unit.
Resources required to carry out assessment	<p>Resources essential for assessment include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to OHS consultation processes • case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of OHS consultation processes.
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of OHS consultation processes, including coping with difficulties, irregularities and breakdowns in routine • contribution to the implementation of OHS consultation in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance criteria is explained here.

Strategies and tools may include:

- OHS committees
- meetings with health and safety and employee representatives
- employee meetings
- input to safety audits, hazard identification and risk assessment processes
- hazard alerts
- surveys, checklists
- tool box meetings
- intranet or email systems
- suggestion boxes and processes
- informal discussions with team members
- managers

Stakeholders may

- include:
- supervisors
 - health and safety and other employee representatives
 - OHS committees
 - employees
- Interested parties*** may include:
- contractors
 - visitors
 - clients
 - community
- Barriers*** may include:
- language
 - literacy and numeracy
 - special needs of employees
 - shift work and rostering arrangements
 - contractual arrangements
 - timing of information provision
 - workplace organisational structures (eg geographic, hierarchical)
 - workplace culture related to OHS
- Information and data*** about OHS may include:
- OHS legislation, codes of practice and guidelines
 - OHS consultation and participation processes
 - rights and responsibilities
 - hazards that exist in the workplace
 - risk assessments
 - risk control strategies
 - workplace OHS policies and procedures
 - safe work procedures
 - access to training information and data
 - manufacturers' manuals and specifications
- Legislative requirements*** may include:
- OHS legislation, regulations and codes of practice
 - workplace equity, diversity and privacy legislation
 - freedom of information (FOI) legislation
- Communication processes*** may include:
- group and individual meetings
 - interviews
 - notice boards
 - signs, posters and brochures
 - emails, letters, minutes, memos, reports
 - photographs, maps and plans
 - audio-visual media eg video
 - newsletters
- OHS consultative***
- OHS and other consultative and planning committees

arrangements may include:

- health and safety representatives and other employee representatives
- employee and supervisor involvement in OHS activities such as inspections and audits
- procedures for reporting hazards, and raising and addressing OHS issues
- employee and workgroup meetings

Unit Sector(s)

Not applicable.

Competency field

Specialist Occupational Health & Safety.

PUACOM002B Provide services to clients

Modification History

PUACOM002B Release 2: Layout adjusted. Application added.

PUACOM002B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to interact with internal and external clients.

Application of the Unit

This unit applies to all workers who have a requirement to communicate with clients as part of their public safety role. This may include both those workers who have a specific client contact role, as well as operational workers who come in to contact with members of the public as part of their duties.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client needs and expectations	<p>1.1 Current and potential <i>clients</i> are identified.</p> <p>1.2 Needs and expectations are discussed and clarified with clients.</p>
2. Determine and implement response to client needs	<p>2.1 Appropriate decision making processes are established with client and relevant stakeholders.</p> <p>2.2 Options are identified.</p> <p>2.3 Decision making criteria are identified taking account of client needs and organisational context.</p> <p>2.4 Decision making criteria are applied to options in order to identify range of relevant outcomes.</p> <p>2.5 <i>Appropriate response</i> are selected and implemented.</p> <p>2.6 Client needs are recognised and taken into consideration in accordance with anti discrimination and other organisation policy and procedures.</p>
3. Manage client expectations	<p>3.1 Range of possible organisational responses are communicated to the client in a timely manner.</p> <p>3.2 Client is informed of options for further action.</p> <p>3.3 Courtesy, consideration and sensitivity are exercised at all times with the client.</p> <p>3.4 All <i>necessary documentation</i> is obtained, completed and processed according to organisation's policy and procedures.</p> <p>3.5 <i>Organisation's policy and procedures</i> relating to confidentiality are implemented.</p> <p>3.6 Assistance is sought to manage clients' expectations when necessary.</p> <p>3.7 Clients are referred to other personnel where necessary to ensure their needs are managed efficiently.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- interpersonal skills
- locating information
- reading selectively and summarising information

Required Knowledge

- major regulatory functions of organisation
- organisation and structure
- organisation services, facilities and activities
- organisation's anti-discrimination procedures
- organisation's policies and procedures relevant to client service and information provision

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- locating, interpreting and providing relevant information to requests
- seeking assistance when necessary
- completing appropriate workplace records
- working in accordance with organisation's policies and procedures

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A combination of oral or written presentation, observation on the job and/or in a simulated workplace environment.

Specific resources for assessment

No special requirements.

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.

- Communication with clients*** may include:
- spoken
 - face-to-face
 - telephone

- written
- electronic
- forms
- letters
- non verbal
- gestures
- body language
- displays of information
- photographs
- interpreters

Clients may include:

- colleagues
- community
- contractors
- personnel from other organisations

Other organisations may include:

- government departments
- community services
- community groups
- public safety organisations
- non government organisations

Effective (spoken) communication may include:

- clear
- sequenced explanations
- instructions
- paraphrasing
- negotiating meaning
- checking back on details
- summarising
- using another language

Appropriate response may include:

- written response involving reading
- selecting and extracting relevant information
- spoken response involving questioning appropriate personnel and relaying information to the client

Completion of necessary documentation may include:

- independent or assisted form filling
- recording events in the sequence they happened

Organisation's policy and procedures may include:

- as documented in procedures manual
- standardised operations
- conveyed through spoken language

Procedures for dealing with difficult clients may include:

- seeking assistance
- referring to other personnel

Opportunities for feedback may include:

- client satisfaction forms
- telephone survey
- follow up contact

- suggestion box
- verbal

Unit Sector(s)

Not applicable.

PUACOM003B Manage information

Modification History

PUACOM003B Release 2: Layout adjusted. Application added.

PUACOM003B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to manage information to support the achievement of the organisation's objectives.

Application of the Unit

This unit applies to workers who have the delegated responsibility to ensure that information is collected and disseminated to team members and also that data and information is stored in organisational information systems. This unit is relevant at both local public safety group level and organisation wide. While written specifically for the public safety industry, it may have application in other industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information needs and sources	<p>1.1 The <i>information</i> needs of individuals/teams are determined and the sources are identified.</p> <p>1.2 Information held by the organisation is reviewed to determine suitability and accessibility.</p> <p>1.3 Plans are prepared to obtain information which is not available or accessible within the organisation.</p>
2. Collect and analyse information	<p>2.1 <i>Collection</i> of information is timely and relevant to the needs of individuals/teams.</p> <p>2.2 Information is in a formal suitable for <i>analysis</i>, interpretation and dissemination.</p> <p>2.3 Information is analysed to identify relevant trends and developments in terms of the needs for which it was acquired.</p>
3. Use management information systems	<p>3.1 <i>Management information systems</i> are used to store and retrieve data for decision making.</p> <p>3.2 Technology available in the work area/organisation is used to manage information.</p> <p>3.3 Recommendations for improving the information system are submitted to designated persons/groups.</p>
4. Record and support information	<p>4.1 The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2 The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3 Information which is gathered is disseminated to appropriate personnel within the specified timeframe.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse record information

- collect and collate information
- communicate effectively
- disseminate information
- present information
- use management information systems to store and retrieve data

Required Knowledge

- analysis and display techniques
- information collection, collation
- information evaluation issues
- information storage requirements and methods
- reporting procedures of the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Establish an effective information system which facilitates achievement of organisational objectives.

Consistency in performance

Evidence will need to be collected over time in a range of actual and/or simulated management contexts.

Context of and specific resources for assessment

Context of assessment

Evidence will need to be collected over time in a range of actual and/or simulated information management contexts.

Specific resources for assessment

Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.

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.

- Presentation of information*** may include:
- routine and complex reports and submissions
 - briefing notes
 - ministerials

- proposals
 - project plans
 - articles and promotional material
- Management information systems*** may include:
- computers
 - communication channels
 - records management
 - procedures
 - manuals
 - protocol
 - legislation
 - guidelines and awards
 - organisational
 - legal and policy materials
 - client information
 - market trends
 - registries and file records
 - library
 - financial records
 - basic statistical information
 - personnel resources
- Analysis*** may include:
- application of statistical methods
 - mathematical calculations
 - critical analysis
 - problem solving
- Collection techniques*** may include:
- research
 - surveys
 - literature search
 - interviews
 - data bases
 - observation
- Collection methods*** may include:
- indexing
 - linking
 - sorting
 - comparing
 - categorising
 - integrating
- Evaluation of information issues*** may include:
- credibility
 - reliability
 - validity
 - accuracy
 - pertinence

- relevance

Unit Sector(s)

Not applicable.

PUACOM004B Manage organisational communication strategies

Modification History

PUACOM004B Release 2: Layout adjusted. Application added.

PUACOM004B Release 1: Primary release.

Unit Descriptor

This unit covers competency in developing, implementing, reviewing and evaluating communication strategies and promoting effective communication techniques in the workplace.

Application of the Unit

This unit applies to workers who have an organisation wide role in the development and management of communication strategies. It has no explicit people management requirements however it does require high level skills around interpersonal relationships and communication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication strategies	<p>1.1 Strategies for effective internal and external dissemination of information are developed to meet the organisation's requirements.</p> <p>1.2 <i>Special communication needs</i> are considered in developing <i>strategies to avoid discrimination</i> in the workplace.</p> <p>1.3 <i>Communication strategies</i> are analysed, evaluated and revised where necessary to make sure they are effective.</p>
2. Establish and maintain communication pathways	<p>2.1 Pathways of communication are established to meet requirements of organisation and workforce.</p> <p>2.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information.</p>
3. Promote the use of communication strategies	<p>3.1 Information is provided to all areas of the organisation to facilitate implementation of the strategy.</p> <p>3.2 Effective communication techniques are articulated and modelled to the workforce.</p> <p>3.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building relationships
- coaching
- conflict resolution
- listening
- negotiation
- networking
- verbal communication

Required Knowledge

- conflict resolution strategies and techniques

- language and literacy levels of personnel
- negotiation strategies and techniques
- possible communication difficulties
- range of communication strategies
- special communication needs of personnel
- techniques for improving communication and listening skills

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- Strategies developed suit organisation's core business and different audiences

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

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.

Special communication needs may include:

- persons from culturally and linguistically diverse backgrounds

- people with a disability

Strategies to avoid discrimination may include:

- emphasis on verbal rather than written communication

- simple proformas
- plain English documents
- provision of individual assistance with reading/writing

Communication strategies

- internal and external information requirements

- may include:
- range of content areas
 - dissemination of organisational information
 - evaluation and effectiveness

Unit Sector(s)

Not applicable.

PUACOM007B Liaise with other organisations

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to develop networks and relationships and liaise effectively with other organisations.

Application of the Unit

This unit applies to workers who have a role that includes formally liaising with other organisations in order to increase response effectiveness and community safety. While all workers should engage in networking opportunities with like-minded organisations in order to increase the effective of response in incidents, this unit is focussed at a more strategic liaisons, from local public safety group level to organisation wide.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM005B Foster a positive organisational image in the community (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

essential outcomes of a Unit of Competency.

needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish networks and relationships	<p>1.1 Formal and informal networks are established to support ongoing and future liaisons and collaboration.</p> <p>1.2 Relationships are developed and used in a way which provides identifiable benefits to the organisation from shared expertise, information and/or resources.</p> <p>1.3 Participation in regular meetings and forums supports mutual cooperation.</p> <p>1.4 Consultation with <i>affected and interested parties</i> is undertaken to support the <i>organisational goals and objectives</i>.</p>
2. Communicate and interact with other organisations	<p>2.1 Information is provided to other <i>organisations</i> in a clear, concise and comprehensive manner.</p> <p>2.2 Communication with other organisations is conducted in accordance with organisational policy and procedures.</p> <p>2.3 Information from other organisations is gathered to inform the improvement of services and to avoid duplication of effort.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- chairing meetings
- networking and developing relationships
- public speaking
- using networks effectively

Required Knowledge

- awareness of role and responsibilities of other organisations
- chairing meetings
- knowledge of current practices and procedures for communicating in the workplace
- meeting protocols and procedures
- organisation's confidentiality requirements
- organisational policy and procedures relating to liaison with other organisations
- role

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated as follows:

- Networks and relationships developed and used effectively
- All information provided is accurate and clear

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

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.

Affected and interested parties may include:

- local community
- business community
- commonwealth
- state and territory and local governments

Organisational goals and objectives may vary between

- organisational performance standards
- organisational personnel practices and guidelines

- sectors and organisations and • organisational quality standards
may include: • customer focussed service delivery
- community awareness of public safety issues
 - effective response to incidents/operations/emergencies
 - community participation in public safety activities
 - inter-organisation cooperation and collaboration
 - organisational goals and objectives may vary between sectors and organisations

- Organisations** may include:
- public safety organisations
 - government organisations
 - emergency response organisations
 - local
 - state/territory and commonwealth
 - government
 - suppliers
 - non-government organisations e.g. Red Cross
 - Salvation Army
 - volunteers
 - rescue etc

Unit Sector(s)

Not applicable.

PUACOM010B Promote the organisation's mission and services

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency of building networks which facilitate the promotion and representation of the organisation.

Application of the Unit

This unit applies to public safety managers with a broad and strategic role in promoting the organisation's mission and services.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM007B Liaise with other organisations (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Build networks and develop working relationships

- 1.1 Formal and informal networks are established at the local, regional and national levels to support ongoing and future liaison and collaboration.
- 1.2 The roles and responsibilities of *stakeholders* are recognised and taken account of in interactions.
- 1.3 Working relationships are developed with stakeholders and used in a way which provides identifiable benefits to the organisation and the community from shared expertise and resources.
- 1.4 Dealings with stakeholders are conducted in line with ethical and professional standards to develop a relationship of trust and mutual understanding.
- 1.5 Feedback is obtained from other organisations and governments to inform and improve service delivery.

2. Represent the organisation

- 2.1 The organisation's message is imparted accurately and in a clear, concise and confident manner to gain stakeholder's understanding and commitment.
- 2.2 The organisation's representation is sought and promoted on external bodies.
- 2.3 Opportunities to promote the organisation through media, government and the community are utilised in a positive and constructive manner, in line with organisational requirements.
- 2.4 Advice to stakeholders is provided consistent with organisation policy, needs, quality standards and legislative responsibilities.
- 2.5 Advice is provided in the context of strategic planning for the organisation.
- 2.6 Advice is provided confidentially on matters sensitive to governments and the organisation, in line with privacy and confidentiality legislation and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building networks and relationships
- gaining cooperation of others
- speaking publicly

Required Knowledge

- confidentiality requirements
- goals and objectives of the organisation
- legislation
- organisation policies
- regulation
- responsibilities of three levels of government relevant to the organisation
- roles and responsibilities of other agencies and relevant organisations
- statutes impacting on the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in establishment and maintenance of networks which will promote the organisation and achieve the organisation's outcomes.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

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.

- Stakeholders* may include:
- local
 - state/territory and federal governments
 - industry
 - national and international associations
 - other emergency management and non-government organisations e.g. Red Cross/Salvation Army/Cave Rescue
 - volunteers
 - community groups
 - technical advisers
 - consultants
 - work groups and individuals internal to the organisation
 - customers
 - utilities

Unit Sector(s)

Not applicable.

PUAEMR009B Facilitate emergency risk assessment

Modification History

PUAEMR009B Release 2: Layout adjusted. Minor edits to unit wording.

PUAEMR009B Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to facilitate development of an agreed list of prioritised risks using an emergency risk management process developed in close cooperation with the community and consistent with the Australian Standard AS/NZS ISO 31000:2009.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to workers who undertake emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

This unit is relevant to individuals whose role is to act as the project manager or facilitator for working groups used to conduct an emergency risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element.

of Competency.

Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

- | | |
|---|---|
| <p>1 Identify, define and engage the community</p> | <p>1.1 A community profile is developed to identify broad characteristics and special needs.</p> <p>1.2 Known risks, <i>stakeholder</i> analysis, community and agency <i>sources of information</i> are used to identify communication and consultation networks that may be useful.</p> <p>1.3 A working group is established with an appropriate balance of expertise, representation and authority.</p> <p>1.4 Group's knowledge of emergency risk management principles, terminology and processes is developed.</p> <p>1.5 Means of implementing the emergency risk management process are negotiated with stakeholders.</p> <p>1.6 <i>Communication options</i> are selected to develop a communication plan.</p> <p>1.7 Need for specialised information, additional skills and expertise is identified.</p> |
| <p>2 Establish context and risk criteria</p> | <p>2.1 Community concerns, <i>drivers/triggers</i>; applicable <i>legislative, regulatory and organisational requirements; policies, procedures</i> and desired outcomes are identified.</p> <p>2.2 Objectives and scope are identified using emergency risk management <i>standards and guidelines</i>.</p> <p>2.3 <i>Information on community characteristics</i>, safety expectations, risk perceptions and the roles and requirements of stakeholders is collected.</p> <p>2.4 <i>Practical constraints</i>, existing treatment strategies and community expectations are considered when developing relevant <i>risk criteria</i>.</p> <p>2.5 Draft criteria and supporting explanations are circulated widely for comment.</p> |
| <p>3 Identify and analyse risks</p> | <p>3.1 <i>Sources of risk</i> are identified by considering the interaction of hazards, communities and <i>the environment</i>.</p> |

- 3.2 Elements at risk are identified.
- 3.3 Vulnerability of communities and/or the environment is determined by considering their susceptibility and resilience to sources of risk.
- 3.4 Risk statements describing consequences are generated.
- 3.5 Risks are analysed by considering the likelihood of particular consequences occurring.
- 3.6 Risks are rated in accordance with agreed risk criteria.
- 3.7 Stakeholders are consulted throughout the process.
- 4 Evaluate risks**
 - 4.1 Risks requiring additional analysis or treatment are determined.
 - 4.2 Tolerability and acceptability of risks are agreed with stakeholders.
 - 4.3 Risk treatments are prioritised using agreed risk criteria.
- 5 Promote ongoing commitment and ownership for the process and outcomes**
 - 5.1 Consultation is undertaken at all stages of the process using a wide range of networks and individuals.
 - 5.2 A variety of communication strategies is used.
 - 5.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with accountability and audit requirements.
 - 5.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
- 6 Monitor and review the process and outcomes**
 - 6.1 Emergency risk assessment is completed efficiently.
 - 6.2 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated.
 - 6.3 Risk register is reviewed in accordance with the review schedule or in response to drivers/triggers.
 - 6.4 Opportunities for improving emergency management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- define and solve problems

- demonstrate effective interpersonal interactions
- gain cooperation of stakeholders
- listen actively
- locate and interpret community information
- manage projects
- maximise the participation of committee members
- monitor and enhance team work
- negotiate agreed outcomes despite incomplete and/or uncertain information
- recognise the relevance and significance of information for the emergency risk management process
- resolve conflicts between participants constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk management process included in the current Australian Standard (AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*, and companion handbook HB 327:2010 *Communicating and consulting about risk*)
- risk identification tools, such as bow-tie diagram
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- explain emergency risk management concepts, the process and how to promote its benefits to a wide range of audiences
- apply the emergency risk assessment process (National Emergency Risk Assessment Guidelines)
- facilitate the development of an appropriate and sustainable emergency risk assessment in cooperation with the community and stakeholders

- work with committee members to translate a wide range of risk perceptions, issues of concern and risk evaluation criteria into an agreed set of prioritised risks
- promote community cooperation, input and ownership for the emergency risk management process used and the outcomes
- produce an agreed risk register for a community
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources
- establish a project and see it through to produce a risk register that has broad community and stakeholder support

Consistency in performance

Competency should be demonstrated in at least two different contexts throughout the life of a community emergency risk management project, or during components of a number of projects.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed facilitating a group emergency risk management process in the workplace or in a simulated workplace environment

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context.

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project.

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.

- Stakeholders*** may include:
- staff
 - client groups
 - decision makers
 - members of the public
 - community groups
 - industry groups
 - public and private sector organisations
 - non-government organisations
 - elected officials

- Sources of information*** may include:
- community information booklets
 - credible individuals, group and community leaders
 - documented risk assessments by companies, organisations
 - family and historical records
 - libraries, research reports, Australian Bureau of Statistics data
 - special needs groups, significant cultural organisations
 - media, council and emergency service personnel and records

- Communication options*** may include:
- community meetings
 - pamphlets/flyers/brochures
 - print newsletters
 - noticeboards
 - word of mouth
 - posters/billboards
 - face-to-face
 - email newsletters
 - websites
 - local newspapers
 - text messaging
 - social media
 - radio and television
 - video communication

- blogs
- Drivers/triggers** may include:
- changes in community characteristics
 - changes in legislation, policies and disaster/emergency management plans
 - changes in insurance policies and premiums
 - new sources of risk or changed perception of risk
 - planning deficiencies
 - recent emergency incident reports/debriefs, safety issues
 - recent judicial decisions
 - strategic and corporate plans
- Legislative, regulatory and organisational requirements** may include:
- arrangements specified in emergency management, land-use, environmental or other legislation
 - organisational or jurisdictional emergency risk management policies or procedures
 - existing disaster plans, agreements or memoranda of understanding
 - local planning regulations, development controls and environmental plans
- Standards and guidelines** include:
- AS/NZS ISO 31000:2009, *Risk management—Principles and Guidelines*
 - HB 327:2010, *Communicating and consulting about risk*
 - ISO Guide 73:2009, *Risk management—Vocabulary*
 - National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines* or updates thereof.
 - jurisdictional or organisational emergency risk management policies and procedures
- Information on community characteristics** may include:
- characteristics of natural, local and built environments
 - demographics (population distribution, social, cultural, health status and education data)
 - details of key infrastructure and emergency/support services
 - economic activity reports (employment, products, services, revenue)
 - government reports e.g. environmental impacts
- Practical constraints** may include:
- arrangements, roles and responsibilities set down in existing emergency management plans
 - availability of technical expertise, technology, equipment
 - budgets, time, availability and capability of people
 - land use planning

- legislation covering emergency management, environmental management, safety standards, local government regulations
 - limited community knowledge of emergency risk management processes and benefits
 - political, social and cultural considerations
- Risk criteria** may include:
- the nature and types of causes and consequences that can occur and how they will be measured
 - how likelihood will be defined
 - the timeframe(s) of the likelihood and/or consequence(s)
 - how the level of risk is to be determined
 - the views of stakeholders
 - the level at which risk becomes acceptable or tolerable
 - whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

- Sources of risk** may include:
- commercial and legal relationships
 - economic systems and relationships
 - human behaviour
 - natural events
 - built environment failures
 - disease (plant, animal or human)
 - political circumstances
 - technology/technical issues
 - management activities and controls

- The environment** may include:
- social environment (individuals, families and common interest groups that form whole communities),
 - built environment (human-made assets that underpin the functioning of a community),
 - economic environment, and/or
 - natural environment

Unit Sector(s)

Not applicable.

PUAEMR012B Determine treatment options

Modification History

PUAEMR012B Release 2: Layout adjusted. Content reviewed.

PUAEMR012B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to determine a range of treatment options to treat emergency risks.

Application of the Unit

This unit is for people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

The emergency risk management process used will be developed in close cooperation with the community and consistent with the National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR008B Contribute to an emergency risk management process

OR

PUAEMR009B Facilitate emergency risk assessment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

- | | |
|---|---|
| <p>1 Establish the project and working group</p> | <p>1.1 Applicable <i>policies and procedures</i>, reports, records and emergency risk assessments are located and analysed.</p> <p>1.2 A working group is established with an appropriate balance of expertise, representation and authority.</p> <p>1.3 Group's knowledge of emergency risk management principles, terminology and processes is confirmed.</p> <p>1.4 A sustainable emergency risk management process is negotiated that suits the <i>community context</i> and capability, <i>stakeholder</i> needs and <i>practical constraints</i>.</p> <p>1.5 Project management and consultation plans are developed with stakeholders.</p> <p>1.6 Need for <i>specialised information</i>, additional skills and expertise is identified.</p> |
| <p>2 Confirm risks to be considered</p> | <p>2.1 Existing risk assessment is reviewed for continuing relevance.</p> <p>2.2 <i>Sources of risk</i> are identified.</p> <p>2.3 Responsibility for single agency or multi-agency management of risks is identified.</p> <p>2.4 Risk treatment objectives are identified in consultation with stakeholders.</p> |
| <p>3 Identify treatment options</p> | <p>3.1 Effectiveness of existing risk treatments is established through research and stakeholder consultation.</p> <p>3.2 Community vulnerability is reconsidered as a basis for identifying treatment options.</p> <p>3.3 A range of potential risk treatment options is identified through research and stakeholder consultation.</p> |
| <p>4 Evaluate treatment</p> | <p>4.1 <i>Evaluation methods</i> are agreed with stakeholders.</p> |

- options**
- 4.2 Treatment options are assessed and the risks and implications for stakeholders are identified for each option.
- 4.3 Treatment options are documented so that they are understandable by a wide range of audiences.
- 4.4 Feedback on likely implications and impacts of treatment options is obtained from stakeholders.
- 4.5 Residual risks are assessed for tolerability or acceptance.
- 4.6 Cost-benefit analysis is completed for each risk treatment option.
- 5 Recommend treatment options for each risk**
- 5.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders.
- 5.2 Recommended options and residual risk are documented according to organisational policies and procedures.
- 5.3 Recommendations are submitted for approval in accordance with applicable policies and procedures.
- 6 Promote ongoing commitment and ownership for the process and outcomes**
- 6.1 Communication and consultation is undertaken, using a range of options throughout the process.
- 6.2 A range of communication strategies is used.
- 6.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with relevant policy and procedures.
- 6.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
- 7 Monitor and review the process**
- 7.1 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated.
- 7.2 Treatment options are reviewed for continuing relevance.
- 7.3 Opportunities for improving emergency risk management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research and analysis skills to determine potential treatment options

- ability to negotiate and work effectively with stakeholder groups
- ability to lead workgroups
- ability to work effectively in small groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit: cost analysis at an appropriate level
- facilitation and team leadership
- managing meetings
- negotiation and communication
- progress management and monitoring skills

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- sources of demographic, geographic and economic information
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish a project and see it through to produce a set of recommended treatment options that has broad community and stakeholder support
- work with committee members to develop feasible and effective treatment options for a given set of risks
- promote community cooperation, input and ownership for the emergency risk management process used and the recommended treatment options
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources

Consistency in performance

Competency should be demonstrated in a range of contexts throughout the life of a community emergency risk management project, or during components of a number of projects.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed facilitating a group emergency risk management process where an agreed set of treatment options is produced for a given set of risks in the workplace or in a simulated workplace environment.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project.

This unit may be assessed with other units that address other parts of the emergency risk management process.

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.

- Policies and procedures*** may include:
- arrangements specified in legislation
 - organisational or jurisdictional emergency risk management policies or procedures
 - existing disaster plans, agreements or memoranda of understanding

- Community context*** may include:
- characteristics of social, built, natural and economic

environments

- demographics (population distribution, social, cultural, health status and education data)
- details of key infrastructure and emergency/support services
- economic activity reports (employment, products, services, revenue)
- government reports e.g. environmental impacts

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Practical constraints may include:

- arrangements, roles and responsibilities set down in existing emergency management plans
- availability of technical expertise, technology, equipment
- budgets, time, availability and capability of people
- land use planning policy, authority and regulation
- legislation covering emergency management, environmental management, safety standards, local government regulations
- limited community knowledge of emergency risk management processes and benefits
- political, social and cultural considerations

Risk treatment options may include:

- avoidance of the risk
- removing a risk source
- changing the likelihood of
- an initiating event or source of risk occurring
- a hazard impacting on elements at risk
- changing the consequences of an identified hazard impact
- sharing the risk
- retaining the risk based on an informed decision

Specialised information may include:

- community information booklets
- documented risk assessments by companies, organisations
- family and historical records
- research reports, Australian Bureau of Statistics data

- Sources of risk* may include:
- media, council, and emergency service records
 - spatial information data
 - commercial and legal relationships
 - economic systems and relationships
 - human behaviour
 - natural events
 - built environment failures
 - disease (plant, animal or human);
 - political circumstances; and
 - technology/technical issues, management activities and controls.
- Evaluation methods* may include:
- first-pass cost-benefit analysis
 - analysis of treatment effectiveness
 - potential to create new or secondary risks
 - stakeholder acceptability
 - legal, regulatory and compliance impact

Unit Sector(s)

Not applicable.

PUAEMR013B Facilitate treatment strategy development and implementation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to facilitate the identification, evaluation and implementation of complex treatment strategies in cooperation with major stakeholders such as governments, agencies, organisations and service providers.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAEMR012B Determine treatment options

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Confirm project context

- 1.1 Project *drivers/triggers*, risks, risk management context, treatment options and priorities and *practical constraints* are clarified
- 1.2 Applicable *legislative/regulatory and organisational requirements, policies, procedures* and relevant emergency management arrangements are identified
- 1.3 Key *stakeholders* are identified along with their potential interests, sensitivities, roles and responsibilities
- 1.4 Project brief is developed and refined with key stakeholders

2. Establish project process

- 2.1 Working group is established with an appropriate balance of expertise, representation and authority for the project brief
- 2.2 Purpose, scope and desired outcomes outlined in the project brief are confirmed with group members
- 2.3 Project management plan is developed in consultation with the group
- 2.4 Processes for negotiating outcomes and making decisions are developed within existing

ELEMENT**PERFORMANCE CRITERIA****3. Assess and select treatment strategies**

- accountabilities
- 2.5 *Consultation strategies* are developed for effective stakeholder input, commitment and ongoing ownership of outcomes
- 2.6 Information management, reporting and accountability strategies are developed and agreed
- 3.1 Existing risk assessments, current treatment programs and other *plans* that may impact on the project are identified by group members and analysed for relevance
- 3.2 Items from the risk register are selected for consideration
- 3.3 A wide range of alternatives are considered when canvassing possible treatment strategies
- 3.4 Input from relevant specialists and stakeholders is sought and analysed
- 3.5 Each *treatment strategy* is assessed for the ability to reduce risk
- 3.6 Preferred treatment strategy is selected and the reasons documented
- 3.7 Broad tactics, roles, tasks, responsibilities, resource implications and timeframe for implementing the selected strategy are documented
- 3.8 Support is developed by validating the strategy with agency/service providers and other stakeholders

4. Plan implementation of agreed strategy

- 4.1 Treatment strategy is broken down into a logical sequence of manageable and time-related activities
- 4.2 Ability and responsibility of agencies and service providers to undertake specific activities is jointly assessed
- 4.3 Accountability for components of the strategy is negotiated and confirmed with the appropriate agency/service provider
- 4.4 Project risks are assessed and contingencies developed for all key components of the strategy
- 4.5 Performance criteria are established for monitoring and reviewing the effectiveness of the treatment strategy

ELEMENT	PERFORMANCE CRITERIA
5. Facilitate treatment strategy implementation	<p>4.6 An overall implementation plan that identifies key activities, roles and responsibilities, resource requirements, management arrangements and timetable is developed and validated</p> <p>4.7 Agency implementation strategies are reviewed and refined as necessary</p> <p>5.1 Treatment tasks/activities are allocated in accordance with the implementation plan</p> <p>5.2 Effectiveness of treatment activities, adequacy of resources, project progress and expenditure is monitored against plans and recorded</p> <p>5.3 Effective communication between working group members is maintained</p> <p>5.4 Stakeholders are kept fully informed of progress, performance and any proposed variations in strategy or implementation</p> <p>5.5 Agreed variations to the treatment plan are introduced to accommodate changed circumstances or to achieve more effective outcomes</p> <p>5.6 Treatment tasks/activities are completed on time and within budget</p>
6. Establish and maintain productive working relationships	<p>6.1 Influence and support for the treatment strategy is built by cultivating relationships with key stakeholders</p> <p>6.2 Clear and accurate information is provided</p> <p>6.3 Differences of opinion and the views of others are respected</p> <p>6.4 Negotiations are kept focussed on key issues and moving forward towards resolution</p> <p>6.5 Conflict is resolved in a timely, constructive manner</p> <p>6.6 Agreements are adhered to and commitments met</p>
7. Review treatment strategy implementation	<p>7.1 Effectiveness of the treatment strategy is evaluated using agreed performance criteria</p> <p>7.2 Residual risk is identified and decisions made to accept this risk or re-examine treatment strategies</p> <p>7.3 Planning processes are reviewed to identify opportunities for improvement</p> <p>7.4 Project reporting requirements are completed</p> <p>7.5 Outcomes are disseminated to relevant stakeholders</p>

ELEMENT	PERFORMANCE CRITERIA
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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess a range of alternatives, develop solutions and practical strategies that are 'outside the box'
- communicate clearly with a range of audiences
- compromise to achieve realistic/achievable outcomes
- enhance input/feedback through active listening and effective questioning
- harness cooperation, motivation and diversity of others
- interpret and critically analyse complex information
- liaise with key individuals, organisations, agencies
- manage projects
- negotiate and lobby persuasively
- prepare for, participate in and lead meetings to achieve effective outcomes
- resolve conflicts constructively
- think strategically

Required Knowledge

- Australian Standard AS/NZS 4360
- cost benefit analysis
- emergency management agencies, organisations, service providers and other key stakeholders
- emergency management best practice models for benchmarking during implementation and review
- emergency risk management guidelines (1999)
- evaluation methods
- government and budget processes, relevant public policy/programs
- ISO 9000 and 14000 series quality standards
- legislation, policy, budget development processes
- political context (parties, platforms, processes)
- problem solving and decision making techniques
- project budgeting
- project management techniques

REQUIRED SKILLS AND KNOWLEDGE

- protocols for the release of information and communicating with the media and public principles of negotiation, mediation, conflict resolution, incident de-escalation
- relevant legislative and regulatory framework and emergency management arrangements
- risk analysis and management
- state/territory emergency risk management guidelines
- strategic planning approaches
- structured and inclusive meeting procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish/maintain a network of key contacts
- work collaboratively to secure stakeholder input, support and commitment
- develop effective processes for cooperative planning and implementation of complex treatment strategies
- develop and evaluate strategic options
- develop feasible and effective plans, tactics and activities to achieve treatment objectives
- coordinate and monitor multi-agency/service provider inputs to implementation of strategies
- address the need to vary plans
- address residual risk
- maintain records of progress, decisions, stakeholder input and audit trail
- manage project within resource allocation
- establish a project and see it through to produce treatment outcomes that have broad community and stakeholder support

Consistency in performance

Competency should be demonstrated in a range of

EVIDENCE GUIDE

Context of and specific resources for assessment

contexts throughout the life of a significant project, or during components of a number of projects

Context of assessment

Competency should be assessed facilitating the development and implementation of a treatment strategy plan that involves the cooperation of multi-agencies, organisations and/or service providers in the workplace or in a simulated workplace environment

Specific resources for assessment

Access to complex emergency risk management treatment strategy or strategies

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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.

Drivers/triggers may include

Changes in community characteristics
 Changes in legislation, policies and disaster/emergency management plans
 Changes in insurance policies and premiums
 New sources of risk or changed perception of risk
 Planning deficiencies
 Recent emergency incident reports/debriefs, safety issues
 Recent judicial decisions
 Strategic and corporate plans

Practical constraints may include

Arrangements, roles and responsibilities set down in existing emergency management plans
 Availability of technical expertise, technology,

RANGE STATEMENT

	<p>equipment</p> <p>Budgets, time, availability and capability of people</p> <p>Land use planning</p> <p>Legislation covering emergency management, environmental management, safety standards, local government regulations</p> <p>Limited community knowledge of emergency risk management processes and benefits</p> <p>Political, social and cultural considerations</p>
Legislative, regulatory and organisational requirements may include	<p>Acts dealing with disasters, emergencies, occupational health and safety and the environment</p> <p>Land use planning</p> <p>Local government regulations</p> <p>Privacy</p> <p>Regulations for handling and transport of dangerous goods</p> <p>Safety standards</p>
Policies and procedures may include	<p>Agreements between agencies and/or organisations</p> <p>Emergency management arrangements specified in legislation or policies</p> <p>Existing disaster or emergency management plans</p> <p>Standard operating procedures, operational manuals</p>
Stakeholders may include	<p>Emergency services (eg. fire, police, SES, ambulance, recovery agencies)</p> <p>Event organisers (eg. concerts, car rallies, sport)</p> <p>Hospital/medical personnel and care givers</p> <p>Interest, community, professional and industry groups</p> <p>Local business people</p> <p>Local government (eg. elected representatives, shire engineers, community development officers)</p> <p>Managers of critical infrastructure (eg. telecommunications, mining, petrochemical and gas)</p> <p>Managers of high occupancy facilities (eg. shopping centres, high rise apartment/office blocks)</p>

RANGE STATEMENT

<p>Consultation strategies may include</p>	<p>Members of parliament and/or their advisers Providers of utilities (power, water, radio/TV) School staff State/territory/commonwealth agencies (eg. public works, human services, health, transport, natural resources, primary industry, environmental protection, emergency management) Tourist operators Venue operators Advertising in local media Broadcast facsimile and email messages, web sites Contacting individual organisations, professional bodies, unions and recreational/sport associations Distributing pamphlets Focus groups, workshops, surveys Initiating media interviews Letters and articles written for specific audiences Meetings with groups, key individuals and leaders of minority/ethnic/cultural groups Presentations to a variety of community groups; speaking at community functions Preparing media releases</p>
<p>Possible treatment strategies may include</p>	<p>All aspects of emergency management practices arising from considering prevention/mitigation, preparedness, response and recovery including:</p> <ul style="list-style-type: none"> • building codes • community education • community restoration, reconstruction • critical incident stress management, personal support and counselling • emergency management planning • financial support • land use management • legislation and regulation • mutual aid agreements • safety standards

RANGE STATEMENT**Assessment criteria for selecting treatment strategies may include**

- training and exercises
 - warning systems
- Avoidance, transfer and acceptance of risk
- Administrative efficiency
- Compatibility with other treatment options
- Continuity of effects
- Cost
- Creation of new risks
- Economic and environmental impacts
- Equity
- Impact on individual's rights
- Jurisdictional authority
- Leverage
- Political acceptability
- Potential to reduce risk
- Public and pressure group reaction
- Timing

Plans may include

- Aims and objectives of treatment strategies
- Constraints, contingencies and alternatives
- Monitoring and review procedures
- Multi agency framework for planning, communication, consultation, decision making, accountability, information management, project management
- Reporting requirements
- Resources required including their availability
- Roles, responsibilities of parties involved
- Strategies to achieve objectives (communication, consultation, marketing, training)
- Tactics to implement strategies
- Treatment activities, key tasks, timeframe

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s PUAMAN005B Manage projects

PUAEMR022 Establish context for emergency risk assessment

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine an emergency risk assessment's objectives, scope, stakeholders, and risk criteria.

Application of the Unit

This unit applies to people required to initiate an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element.

Where ***bold italicised*** text is used, further information is

of Competency.

detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

- | | |
|---|--|
| <p>1. Identify objectives and scope by research and consultation</p> | <p>1.1 Objectives and scope are identified using emergency risk management <i>standards and guidelines</i>.</p> <p>1.2 <i>Stakeholder</i> roles and required inputs are determined in accordance with <i>policies and procedures</i>.</p> <p>1.3 Budget, timeframe and schedule for research and consultation are determined.</p> <p>1.4 Information about communities is obtained.</p> |
| <p>2. Identify and consult with stakeholders</p> | <p>2.1 Stakeholders are identified.</p> <p>2.2 Existing and potential liaison networks are identified and evaluated for relevance.</p> <p>2.3 Stakeholder networks are developed using a range of strategies.</p> <p>2.4 Communication and consultation are established.</p> <p>2.5 Communication options are selected to develop a communication plan.</p> |
| <p>3. Clarify roles and requirements with stakeholders</p> | <p>3.1 Stakeholders' roles and the need for their input are clearly defined and emphasised in seeking their cooperation.</p> <p>3.2 Stakeholders are informed of the aims, objectives, risk management context and structure within which they must operate.</p> <p>3.3 Stakeholders' needs are determined and conflicting needs identified and noted.</p> |
| <p>4. Develop risk criteria with stakeholders</p> | <p>4.1 Social, environmental, financial and timeframe needs are identified in consultation with stakeholders.</p> <p>4.2 Legal, technical and political considerations are identified in consultation with stakeholders.</p> <p>4.3 Reasons for, and selection of, criteria are negotiated with stakeholders and agreed upon.</p> <p>4.4 <i>Risk criteria</i> are recommended which take into account <i>practical constraints</i> and the community's</p> |

acceptance of risk.

4.5 Community expectations of acceptable risk are established.

5. Monitor and review

5.1 Context and evaluation criteria are monitored in accordance with policies and procedures.

5.2 Context and evaluation criteria are reviewed in accordance with standards and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- stakeholder analysis
- communication and consultation in a group context
- facilitation of group processes
- negotiation
- problem solving
- project management
- research skills to conduct geographic, demographic and socio-economic analysis

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- legislative and regulatory requirements relevant to emergency risk management
- problem solving and decision making techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Stakeholders are comprehensively identified and consulted to establish a clear context, which includes objectives, scope and risk criteria.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific

Context of assessment

resources for assessment

Evidence of competence in this unit may be collected in a simulated environment and a real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context.

This unit may be assessed with other units that address other parts of the emergency risk management process.

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.

Standards and guidelines may include:

- AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines
- HB 327:2010, Communicating and consulting about risk
- ISO Guide 73:2009, Risk management—Vocabulary
- National Emergency, Management Committee (2010), National Emergency Risk Assessment Guidelines
- jurisdictional or organisational emergency risk management policies and procedures

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public

- community groups
 - industry groups
 - public and private sector organisations
 - non-government organisations
 - elected officials
- Policies and procedures*** may include:
- arrangements specified in legislation
 - organisational or jurisdictional emergency risk management policies or procedures
 - existing disaster plans, agreements or memoranda of understanding
- Information about communities*** may include:
- demographic measures
 - socio-economic measures
 - local economy and industry makeup and interdependencies
 - cultural makeup and mix
- Risk criteria*** may include:
- the nature and types of causes and consequences that can occur and how they will be measured
 - how likelihood will be defined
 - the timeframe(s) of the likelihood and/or consequence(s)
 - how the level of risk is to be determined
 - the views of stakeholders
 - the level at which risk becomes acceptable or tolerable
 - whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
- Practical constraints*** may include:
- arrangements, roles and responsibilities set down in existing emergency management plans
 - availability of technical expertise, technology, equipment
 - budgets, time, availability and capability of people
 - land use planning policy, authority and regulation
 - legislation covering emergency management, environmental management, safety standards, local government regulations
 - limited community knowledge of emergency risk management processes and benefits
 - political, social and cultural considerations

Unit Sector(s)

Not applicable.

PUAEMR023 Assess emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to identify, analyse and evaluate risk to determine which risks need treatment and the treatment priorities.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to workers undertaking an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR022 Establish context for emergency risk assessment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risk	<p>1.1 <i>Sources of risk</i> are identified by considering the interaction of hazards, communities and <i>the environment</i>.</p> <p>1.2 <i>Elements at risk</i> are identified.</p> <p>1.3 <i>Stakeholders</i> are consulted throughout the risk assessment process.</p> <p>1.4 Risk statements describing consequences are generated.</p>
2. Analyse risk	<p>2.1 Risks are analysed by considering the likelihood of particular consequences occurring.</p> <p>2.2 The vulnerability of communities and/or environments is determined by analysing their susceptibility and resilience to risks.</p> <p>2.3 Risks are rated in accordance with agreed <i>risk criteria</i>.</p>
3. Evaluate risk	<p>3.1 Risks requiring additional analysis or treatment are determined.</p> <p>3.2 Tolerability and acceptability of risks are agreed with stakeholders.</p> <p>3.3 Risk treatments are prioritised using agreed risk criteria.</p>
4. Monitor and review	<p>4.1 Evaluated risks are monitored in accordance with <i>standards and guidelines</i>.</p> <p>4.2 Evaluated risks are reviewed in accordance with standards and guidelines.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research skills to identify sources of risk to the social, built, economic and natural

environments

- analysis skills for qualitative and quantitative risk analysis
- workshop facilitation skills
- identification of stakeholders
- negotiation with stakeholders
- problem definition
- risk analysis
- use emergency risk modelling processes to estimate risk

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk identification tools
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Learners must demonstrate that they can apply an appropriate method to identify risk, produce meaningful risk statements and apply risk criteria in consultation with stakeholders.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will

be necessary to participate a real life project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context.

This unit may be assessed with other units that address the whole emergency risk management process.

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.

Sources of risk may include

- commercial and legal relationships
- economic systems and relationships
- human behaviour
- natural events
- built environment failures
- disease (plant, animal or human)
- political circumstances
- technology/technical issues, management activities and controls

The environment may include

- social environment (individuals, families and common interest groups that form whole communities)
- built environment (human-made assets that underpin the functioning of a community)
- economic environment
- natural environment

Elements at risk may include

- people
- buildings and civil engineering works
- infrastructure
- economic activities

- Stakeholders* may include
- public services
 - natural environment
 - staff
 - client groups
 - decision makers
 - members of the public
 - community groups
 - industry groups
 - public and private sector organisations
 - non-government organisations
 - elected officials
- Risk criteria* may include
- the nature and types of causes and consequences that can occur and how they will be measured
 - how likelihood will be defined
 - the timeframe(s) of the likelihood and/or consequence(s)
 - how the level of risk is to be determined
 - the views of stakeholders
 - the level at which risk becomes acceptable or tolerable
 - whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
- Standards and guidelines* may include
- AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines
 - HB 327:2010, Communicating and consulting about risk
 - ISO Guide 73:2009, Risk management—Vocabulary
 - National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines*
 - jurisdictional or organisational emergency risk management policies and procedures

Unit Sector(s)

Not applicable.

PUAEMR024 Develop treatment options for emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine a range of treatment options which can be used to reduce emergency risk.

Application of the Unit

This unit applies to people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element.

Where ***bold italicised*** text is used, further information is

of Competency.

detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1. Identify treatment options

- 1.1 Risk treatment objectives are identified in consultation with ***stakeholders***.
- 1.2 Existing ***risk treatment options*** are identified through research and stakeholder consultation.
- 1.3 A range of potential risk treatment options are identified through research and stakeholder consultation.

2. Evaluate options

- 2.1 ***Evaluation methods*** are agreed with stakeholders.
- 2.2 Feedback on likely implications and impacts of treatment options is obtained from stakeholders.
- 2.3 Residual risks are assessed for tolerability or acceptance
- 2.4 Cost-benefit analysis is completed for each risk treatment option.

3. Recommend treatment options

- 3.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders.
- 3.2 Recommended options and residual risk are documented according to organisational ***policies and procedures***.
- 3.3 Recommended options are submitted for approval in line with organisational policies and procedures.

4. Develop treatment plan

- 4.1 Treatment options, resources required, milestones, budget, reporting procedures and roles and responsibilities for implementation are identified.
- 4.2 Communication and project management strategies are developed with stakeholders.
- 4.3 Implementation issues are identified and

contingencies developed where necessary.

- 4.4 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- Research and analysis skills to determine potential treatment options
- ability to negotiate and work effectively with stakeholder groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit:cost analysis at an appropriate level

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and Guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Candidates must demonstrate an ability to work with stakeholders and generate an agreed list of recommended treatment options in an appropriate format.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific

Context of assessment

resources for assessment

Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project.

This unit may be assessed with other units that address other parts of the emergency risk management process.

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.

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Risk treatment options may include:

- avoidance of the risk
- removing a risk source
- changing the likelihood of

- Evaluation methods* may include:
- an initiating event or source of risk occurring
 - a hazard impacting on elements at risk
 - changing the consequences of an identified hazard impact
 - sharing the risk
 - retaining the risk based on an informed decision
 - first-pass cost-benefit analysis
 - analysis of treatment effectiveness
 - potential to create new or secondary risks
 - stakeholder acceptability
 - legal, regulatory and compliance impact
- Policies and procedures* may include:
- arrangements specified in legislation
 - organisational or jurisdictional emergency risk management policies or procedures
 - existing disaster plans, agreements or memoranda of understanding

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

PUAEMR025 Manage risk treatment implementation

Modification History

PUAEMR025 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to communicate, facilitate and review implementation of selected risk treatments.

Application of the Unit

This unit applies to managers or members of project teams responsible for implementing all or part of a risk treatment plan. It recognises that the manager or project team will commonly not have direct responsibility for implementing parts of the risk treatment plan. Such managers or teams may be working at local, regional or state level within local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm implementation context	<p>1.1 Project <i>drivers/triggers</i>, risks, risk management context, treatment options, priorities and <i>practical constraints</i> are clarified.</p> <p>1.2 Applicable <i>policies and procedures</i> are identified.</p> <p>1.3 Key <i>stakeholders</i> are identified along with their potential interests, sensitivities, roles and responsibilities.</p>
2. Develop implementation plan	<p>2.1 Risk(s) to be treated and current relevance of treatment option(s) confirmed.</p> <p>2.2 Performance criteria for assessing the effectiveness of treatment implementation are established in consultation with stakeholders.</p> <p>2.3 Treatment actions, resources required, milestones, budget, reporting procedures and roles and responsibilities of project team members are identified.</p> <p>2.4 Implementation issues are identified and contingencies developed where necessary.</p> <p>2.5 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies and procedures.</p>
3. Communicate the treatment plan	<p>3.1 Processes to effectively consult and communicate about implementation are selected.</p> <p>3.2 A consultation plan is developed and implemented.</p>
4. Facilitate treatment plan implementation	<p>4.1 Treatment tasks/activities are allocated in accordance with the implementation plan.</p> <p>4.2 Effective communication between working group members is maintained.</p> <p>4.3 Stakeholders are kept fully informed of progress, performance and any proposed variations in strategy or implementation.</p> <p>4.4 Agreed variations to the treatment plan are introduced to accommodate changed circumstances or to achieve more effective outcomes.</p>
5. Monitor and review treatment plan implementation	<p>5.1 A review process is established in consultation with stakeholders.</p> <p>5.2 Effectiveness of treatment activities, adequacy of</p>

resources, project progress and expenditure is monitored against plans, recorded and reported.

5.3 Implementation plans are adjusted as required following the review process.

5.4 Adjustments to implementation plans are communicated to stakeholders.

5.5 Residual risk is re-evaluated and a decision made whether to accept this risk or to re-visit the risk assessment.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- networking and relationship building
- ability to work effectively with stakeholder groups
- ability to apply a range of communication media and methods to communicate with stakeholders
- project planning and oversight
- budgeting and phasing to measure progress against targets

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- jurisdictional, organisational and operational responsibilities for implementing risk treatment options
- legislative and regulatory requirements relevant to implementing risk treatments
- jurisdiction and organisational documentation and reporting procedures
- project management techniques
- options for communicating with stakeholders
- analytical, problem solving and decision making techniques to facilitate monitoring progress against targets

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate

Candidates must demonstrate that they have developed criteria to monitor implementation progress, actually monitored and reported on progress, and communicated

competency in this unit

and consulted with stakeholders.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific resources for assessment**Context of assessment**

Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context.

This unit may be assessed with other units that address the whole emergency risk management process.

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.

- Drivers/triggers*** may include:
- changes in community characteristics
 - changes in legislation, policies and disaster/emergency management plans
 - changes in insurance policies and premiums
 - new sources of risk or changed perception of risk
 - planning deficiencies

- Practical constraints*** may include:
- recent emergency incident reports/debriefs, safety issues
 - recent judicial decisions
 - strategic and corporate plans
 - arrangements, roles and responsibilities set down in existing emergency management plans
 - availability of technical expertise, technology, equipment
 - budgets, time, availability and capability of people
 - land use planning
 - legislation covering emergency management, environmental management, safety standards, local government regulations
 - limited community knowledge of emergency risk management processes and benefits
 - political, social and cultural considerations
- Policies and procedures*** may include:
- arrangements specified in legislation
 - organisational or jurisdictional emergency risk management policies or procedures
 - existing disaster plans, agreements or memoranda of understanding
 - local planning regulations, development controls and environmental plans
- Stakeholders*** may include:
- staff
 - client groups
 - decision makers
 - members of the public
 - community groups
 - industry groups
 - public and private sector organisations
 - non-government organisations
 - elected officials
- Performance criteria for assessing the effectiveness of treatment implementation*** may include:
- continuous monitoring of the maintenance of equity
 - continued involvement of stakeholders
 - cost effectiveness of treatment
 - evaluation of effectiveness in terms of actual risk reduction
 - the evaluation of the need for the redefinition of policy
 - a feedback mechanism
 - consideration of change that takes place over time

Unit Sector(s)

Not applicable.

PUAEMR026 Treat operational risk

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit describes the outcomes required to identify, plan and implement treatment options in order to reduce risk.

Application of the Unit

This unit applies to people working in a relatively simple and routine workplace in which they use the organisation's policy and procedures. They would normally have local supervisory/management responsibility and will apply known solutions to a variety of predictable problems.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR027 Assess operational risk

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

essential outcomes of a Unit of Competency.

needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make risk decision	<p>1.1 Calculated level of risk is compared to the established <i>risk criteria</i> and determined to be acceptable or unacceptable in consultation with the supervisor.</p> <p>1.2 Risk that is determined as unacceptable is documented and noted for treatment.</p>
2. Identify and select treatment options	<p>2.1 <i>Treatment options</i> of known risks are identified and confirmed as contained in <i>organisational standards and guidelines</i> or supervisor's guidance.</p> <p>2.2 Treatment options under consideration are evaluated for <i>effectiveness</i> within the given context.</p> <p>2.3 Selected treatment options are documented and communicated in accordance with organisational policies and procedures.</p>
3. Implement treatment options	<p>3.1 <i>Treatment plans</i> incorporating selected options are implemented in accordance with organisational policies and procedures.</p> <p>3.2 Treatment plans are communicated in the workplace in accordance with organisational policies and procedures.</p>
4. Monitor and review risk and the process	<p>4.1 Effectiveness and efficiency of the treatment plan is <i>monitored</i>, reviewed and recorded in accordance with organisational policies and procedures to ensure compliance and validity.</p> <p>4.2 Residual risk is calculated and communicated to supervisors so that a decision can be made whether to accept this risk or to re-establish the risk management process.</p> <p>4.3 Treatments are adjusted and communicated following the review process.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating effectively with personnel at all levels of organisation and risk management specialists
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically treat risks and, where appropriate, access resources
- manage simple project implementation
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards (risk, hazard, risk assessment, risk management and risk treatment)
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- treatment options for risks relevant in the workplace
- team work principles and strategies
- basic project management strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholders' involvement throughout the treatment process and that an informed analysis and selection of treatment options has been undertaken using the methodology and procedures approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace.

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplace

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of treating operational risk, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of treating operational risk in a range of 3 or more contexts or occasions, over time

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and should include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios

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.

- Risk criteria*** may include:
- the nature and types of causes and consequences that can occur and how they will be measured
 - how likelihood will be defined
 - the timeframe(s) of the likelihood and/or consequence(s)
 - how the level of risk is to be determined
 - the views of stakeholders
 - the level at which risk becomes acceptable or tolerable
 - whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
- Treatment options*** may include:
- avoidance of the risk
 - removing a risk source
 - changing the likelihood of
 - an initiating event or source of risk occurring
 - a hazard impacting on elements at risk
 - changing the consequences of an identified hazard impact
 - sharing the risk
 - retaining the risk based on an informed decision
- Organisational standards and guidelines*** may include:
- AS/NZS ISO 31000:2009 Risk management—Principles and guidelines
 - regulatory or legislative requirements
 - environmental protection and sustainability regulations
 - industry standards and codes of practice
 - organisational charter/business plan
 - organisational OHS, risk management or resilience

- policies or operating procedures
- Effectiveness** may include:
- benefits to the individual
 - benefits to the organisation
 - cost benefits resulting from the implementation of the treatment
 - cost of implementing the treatment option
- Treatment plans** may include:
- budgeting
 - expected outcome of treatments
 - performance measures
 - responsibilities
 - review process to be set in place
 - schedules
- Monitored** may include:
- critical observation
 - identification of changes over time
 - regular checking
 - regular recording

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

PUAEMR027 Assess operational risk

Modification History

PUAEMR027 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to identify and assess risk in an operational environment.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This competency applies to workers at a relatively simple and routine level, in which they use established organisational policy and procedures. Workers would normally have local supervisory or management responsibility and apply known solutions to a variety of predictable problems.

The unit covers the first four steps of the risk management process and provides the skills and knowledge required to conduct a risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	<p>1.1 Objectives and scope are identified using organisational risk management standards and guidelines.</p> <p>1.2 Risk criteria are identified and confirmed as contained in organisational policies, procedures or supervisor guidance.</p> <p>1.3 Structure for the planning required to conduct a risk assessment is determined.</p> <p>1.4 Stakeholder aims and objectives are identified and recorded in accordance with workplace procedures and guidelines.</p>
2. Identify risk	<p>2.1 All possible sources of risk which may affect the situation or objectives are identified and recorded in consultation with stakeholders.</p> <p>2.2 Risks are identified using a specified methodology or tool in accordance with workplace procedures and guidelines.</p> <p>2.3 Risk statements describing consequences are generated.</p>
3. Analyse risk	<p>3.1 Risks are analysed by estimating the likelihood of particular consequences occurring.</p> <p>3.2 Levels of risk are determined, documented and communicated in accordance with organisational policies and procedures.</p>
4. Evaluate risk	<p>4.1 Levels of risk are prioritised for treatment.</p> <p>4.2 Calculated level of risk is compared to the established risk evaluation criteria, and communicated to supervisors.</p> <p>4.3 Risks are monitored and reviewed until appropriate treatment measures have been implemented.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating effectively with risk management specialists and people at all organisational levels
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically assess risks and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (e.g. % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes.

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care as applies in emergency risk management context
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder's involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplaces

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of operational risk assessment, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of operational risk assessment in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects

- simulation or role plays
- case studies and scenarios
- observation
- portfolios

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.

Organisational risk management standards and guidelines may include:

- Standard AS/NZS/ISO 31000:2009 Risk Management—Principles and Guidelines
- regulatory or legislative requirements e.g. ohs act
- environmental protection and sustainability regulations
- industry standards and codes of practice
- organisational charter/business plan
- organisational ohs, risk management or resilience policies or operating procedures

Risk criteria may include:

- the nature and types of causes and consequences that can occur and how they will be measured
- how likelihood will be defined
- the timeframe(s) of the likelihood and/or consequence(s)
- how the level of risk is to be determined
- the views of stakeholders
- the level at which risk becomes acceptable or tolerable
- whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

Structure for the planning may include:

- documentation required
- analysis tools which are required to conduct the assessment
- approach taken to conduct the assessment
- depth of assessment

Specified methodology or tools may include:

- a risk matrix
- analysis of risk registers
- brainstorming
- business continuity planning
- examining any available data e.g. audit

results/incident reports

- expert judgement
- focus groups
- nomogram
- scenario analysis

Unit Sector(s)

Not applicable.

PUAEMR030 Manage and evaluate emergency management exercises

Modification History

PUAEMR030 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to manage and evaluate activities which exercise elements of emergency management arrangements.

Application of the Unit

This unit applies to people who are responsible for implementing and evaluating pre-designed emergency management exercises. Emergency management exercises may be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable. 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 Range Statement. Assessment of performance is to be consistent with the Evidence

Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to manage the exercise	1.1 Exercise <i>documentation</i> reviewed to confirm governance and <i>stakeholder</i> requirements. 1.2 Exercise aim, objectives, activities and evaluation plan are confirmed. 1.3 Relevant permissions, authorities, clearances and approvals are identified and confirmed. 1.4 <i>Logistic requirements</i> are identified and organised. 1.5 Communication plan is designed and implemented in consultation with stakeholders.
2. Manage exercise activities	2.1 Exercise management team is formed where required. 2.2 Communication and consultation is established with <i>activity personnel</i> and maintained throughout the conduct of the exercise. 2.3 Exercise site preparation and familiarisation are ensured in accordance with the exercise plan. 2.4 Briefings are prepared and delivered to stakeholders reflecting exercise objectives and activities. 2.5 Confirmation and management of logistic requirements required to conduct exercise activities is ensured. 2.6 The exercise plan is used to initiate and facilitate the conduct and direction of the exercise. 2.7 Risk is managed throughout the exercise.
3. Evaluate outcomes against exercise objectives	3.1 Post-exercise debriefings are conducted and feedback is gathered. 3.2 Exercise feedback is collated, recorded, analysed and issues identified. 3.3 An <i>exercise report</i> , including recommendations, is prepared to organisational standards and distributed to stakeholders.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group activities
- build effective networks and relationships
- work effectively in a group setting
- consult with stakeholders
- manage and direct activity personnel
- plan and deliver briefings and debriefings
- manage the pace and intensity of the exercise
- manage risk and safety
- gather and analyse feedback

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- legislative, regulatory and insurance arrangements relevant to using resources, such as land, buildings, equipment, staff and volunteers
- relevant organisational policies and procedures (such as legislation relevant to the operation/ incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- problem solving and decision making techniques
- project management principles
- project management principles
- risk and safety management principles
- budgeting and logistic management principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- ensure all permissions, authorities, clearances and approvals are obtained,

- ensure all resources are available for the exercise, and
- the pace of the exercise proceeds appropriately to achieve the objectives

Consistency in performance

Candidates should be expected to present evidence of managing two different types of exercise, including at least one exercise that requires multi-agency or organisation input.

Context of and specific resources for assessment

Context of assessment

This competency cannot be assessed in a simulated environment.

Specific resources for assessment

- Access is required to real-life exercises, including supporting resources.

Method of assessment

This unit contains transferable skills, such as communication, consultation, and logistic management skills that can be applied to managing an emergency management exercise. Assessors may use formative assessment strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment requires application of the unit to manage exercises in the workplace. Evidence of performance can be gathered by:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Documentation may include:

- activity inputs (general and special ideas)
- activity notification
- activity management checklists
- assessor documentation

- evaluation checklist
- evidence collection templates
- exercise injects
- general instruction
- incident action plans
- permissions and approvals risk assessments
- risk action plans
- safety instructions
- specific inputs
- timetable/schedule of events
- umpire documentation

Stakeholder may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Logistic requirements may include:

- catering
- equipment
- facilities
- finance and accounting procedures
- transport
- accommodation
- guest or specialist speaker(s) or presenters
- first aid and medical supplies and personnel
- exercise management personnel
- role players
- participants

Activity personnel may include:

- exercise management staff
- exercise evaluation staff
- casualty simulation staff
- role players
- public information staff
- participants' management

Exercise report may include:

- executive summary
- acknowledgements
- exercise aim and objectives
- introduction

- exercise scenario
- sequence of events
- exercise critique (relating observations and feedback to the objectives)
- summary
- recommendations
- attachments (exercise management team, participating organisations and volunteers, referee reports, debrief notes)

Unit Sector(s)

Not applicable.

PUAEMR031 Design emergency management exercises

Modification History

PUAEMR031 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to design, develop or modify activities that exercise elements of emergency management arrangements.

Emergency management exercises are used to test emergency plans, practise responding to an emergency, develop and/or practise emergency management skills, build motivation for emergency management personnel, and/or measure an organisation's ability to manage an emergency.

Application of the Unit

This unit applies to workers with the responsibility for designing emergency management exercises. It does not cover the skills and knowledge for implementing those designs.

Emergency management exercises can be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The design skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

essential outcomes of a Unit of Competency.

needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine exercise purpose	<p>1.1 Exercise <i>stakeholders</i> are identified and engaged.</p> <p>1.2 Exercise governance arrangements are confirmed.</p> <p>1.3 Exercise aim is identified in consultation with stakeholders.</p> <p>1.4 <i>Exercise objectives</i> that meet the identified aim are determined.</p> <p>1.5 <i>Exercise focus</i> is determined, based on operational outcomes, results of training needs analysis, previous exercises and evaluation reports.</p>
2. Design and plan exercise activities	<p>2.1 Planning team is established where required.</p> <p>2.2 Governance and planning meetings are held, agreements and decisions are made, and outcomes are communicated to stakeholders.</p> <p>2.3 <i>Components of the exercise program</i> are identified, developed and documented in the exercise plan.</p> <p>2.4 <i>Exercise style</i> and activities consistent with exercise objectives are selected in consultation with stakeholders.</p> <p>2.5 <i>Design planning processes</i> are undertaken with stakeholders to meet exercise objectives and components.</p> <p>2.6 Exercise documentation is prepared.</p>
3. Assess exercise risks	<p>3.1 Risk and safety considerations are included in planning process.</p> <p>3.2 Activities which mitigate/reduce risks associated with conducting exercise activities are designed and included.</p> <p>3.3 Exercise risk and safety management plan is prepared.</p>
4. Plan resource allocation	<p>4.1 <i>Resources</i> to support the exercise are identified and secured.</p> <p>4.2 Exercise host is identified and commitment to</p>

- achieving exercise objectives is secured.
- 4.3 Appropriate authorisation(s) to use resources are obtained and documented.
- 4.4 Availability and timeframes for use of resources is agreed by appropriate authorities.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group workshops and activities
- build effective networks and relationships
- work effectively in a group setting
- liaise and communicate with other agencies
- plan and deliver briefings and debriefings
- prepare exercise documentation
- interpret organisational needs to develop measurable, achievable objectives
- research skills to build scenarios and exercise inputs

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- incident management principles
- legislative and regulatory arrangements relevant to using resources, such as land, buildings, equipment and volunteers
- problem solving and decision making techniques
- project management principles
- risk and safety management principles
- budgeting and logistic management principles
- jurisdictional emergency management arrangements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for Assessment must confirm the ability to:

assessment and evidence required to demonstrate competency in this unit

- bring together an effective exercise design and planning team
- facilitate the construction of realistic, meaningful and safe activities that address the exercise aim and objectives

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts or exercise styles, including at least one exercise that requires multi-agency or organisation input and of which one may be simulated

Context of and specific resources for assessment**Context of assessment**

Competency should be assessed on-the-job or in a simulated workplace environment.

Specific resources for assessment

Access is required to a real-life exercise design project.

Method of assessment

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context.

Assessment may occur in a work environment or in a simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public

- Exercise objectives* may include:
- community groups
 - industry groups
 - public and private sector organisations
 - non-government organisations
 - elected officials
 - assessing and/or demonstrating the capability of individuals, teams, systems and/or arrangements
 - assessing or auditing system(s) performance
 - developing new skills
 - evaluating emergency management plans
 - evaluating individuals/teams/facilities/systems
 - evaluating risk treatment strategies
 - exploring issues
 - improving team cohesion
 - meeting legislative or regulatory requirements
 - practising skills, systems or procedures
 - promoting awareness
 - sharing information
 - validating training objectives or learning outcomes
- Exercise focus* may include:
- improving systems, plans or arrangements
 - developing/training participants
 - sharing information
 - testing or auditing systems, plans, arrangements, facilities, and/or individual or team competencies
- Components of the exercise program* may include:
- exercise name
 - authorities, permissions and governance
 - scope or purpose statement
 - aim and objectives
 - activity plan
 - detailed schedule of activities
 - location (s)
 - risk and safety management plan
 - budget and logistics plan
 - evaluation/assessment plan
 - evidence collection tools/templates
 - debrief plan
- Exercise style* may include:
- case study
 - discussion/desktop exercises
 - hypothetical exercise/scenario analysis
 - distributed interactive exercise
 - field exercise
 - functional centre exercises

Design planning processes may include:

- role play
- Determining assessment and performance criteria
- planning briefings and debriefings
- developing contingency plans
- scenario and activity design
- developing background information and exercise inputs
- determination of activity management structure
- developing documentation
- issuing notifications to affected stakeholders
- identifying and managing risks
- identifying and securing resources
- meetings
- developing and reviewing key performance indicators
- scoping of agencies participating and the level at which they are participating
- seasonal weather considerations
- agreeing on duration of exercise activities

Exercise documentation may include:

- Activity inputs (general and special ideas)
- activity notification
- activity management checklists
- assessor documentation
- evaluation checklist
- evidence collection templates
- exercise injects
- general instruction
- incident action plans
- meeting details
- permissions and approvals
- risk assessments
- risk action plans
- safety instructions
- specific inputs
- timetable/schedule of events
- umpire documentation

Resources may include:

- agency guidelines/instructions
- catering
- equipment
- exercise staff
- facilities
- finance

- first aid personnel
- guest/specialist speaker
- medical supplies and personnel
- personnel
- presenter
- responders or victims with experience of an emergency
- response guide
- safety advisor
- transport
- volunteers
- welfare support

Unit Sector(s)

Not applicable.

PUAOHS002B Maintain safety at an incident scene

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to recognise potential health and safety risks and take action to eliminate or control those risks at incident scenes, to prevent injury to self, other personnel or members of the public.

Application of the Unit

This unit applies to all public safety workers attending an incident scene, and links to the individual's responsibility to maintain personal safety and to be aware of how actions affect the safety of others, including team members, other agency workers, and general public.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent Injury (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

essential outcomes of a Unit of Competency.

needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine hazards at incident site	<p>1.1 Issues affecting safety of self and other personnel are established by identification of <i>hazards</i> and assessment of <i>risks</i>, and by liaison with others at the scene.</p> <p>1.2 Relevant operational safety procedures are implemented in accordance with organisation's policies.</p> <p>1.3 Duties are undertaken in line with organisational health and safety codes of practice and <i>relevant legislation</i>.</p>
2. Implement hazard controls at incident scene	<p>2.1 Hazards are identified and mitigation procedures are selected in line with work instructions and procedures.</p> <p>2.2 Hazardous situations rectified where possible and reported and/or recorded according to organisation's policies and procedures.</p> <p>2.3 Changes in situation and/or conditions are reported immediately to <i>designated person</i>.</p> <p>2.4 <i>Hazard controls</i> are monitored and communicated to relevant personnel to ensure continuing effectiveness.</p> <p>2.5 Hazard control and mitigation measures are implemented with minimum damage to the environment, while maintaining safety of self and others.</p> <p>2.6 Incident/accident scene is effectively secured to preserve the scene and maintain <i>public safety</i> in line with legislative requirements.</p>
3. Maintain personal safety	<p>3.1 <i>Personal protective clothing and equipment</i> is selected and checked according to organisational procedures to ensure it is operational prior to entry into incident situation.</p> <p>3.2 Personal protective clothing and equipment</p>

ELEMENT	PERFORMANCE CRITERIA
	appropriate to dealing with the hazard is worn/fitted and used in accordance with organisation's policies and procedures and manufacturer's guidelines.
	3.3 Water and food intake, rest breaks and shelter requirements are maintained.
	3.4 <i>Survival technique strategies</i> are implemented in accordance with organisation's policies and guidelines.
4. Contribute to maintaining safety of other work group members	4.1 Impact of own actions on safety of others is recognised.
	4.2 Contact is maintained at all times with other work group members.
	4.3 Signals are correctly used, interpreted, confirmed and acted upon in a timely manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate non-verbally and verbally
- follow procedures and instructions
- record information
- use communication equipment
- work with others in a team situation

Required Knowledge

- accidents and incidents
- commonly encountered hazards and procedures and safety precautions to prevent injury on encountering various hazards
- employee responsibilities and obligations
- food intake
- hazards
- heat induced illness - factors leading to prevention
- injuries
- labelling and storage of hazardous substances
- manual handling hazards
- means of relaying warnings to other personnel
- methods of hazard control and reporting
- organisation's occupational health and safety policy

- problems associated with insufficient water intake
- procedures for investigating injuries
- procedures for participating in occupational health and safety arrangements
- procedures for reporting hazards
- protection
- relevant standard operating procedures
- respiratory system - functions
- rest breaks
- State and Territory occupational health and safety requirements
- survival techniques for various situations
- symptoms and treatment
- techniques and aids
- use and limitations of relevant protective clothing and equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in maintaining personal safety and safety of others.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence.

Specific resources for assessment

A range of protective clothing and equipment may be required.

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.

- Working environment** may be:
- hazardous
 - unpredictable
 - subject to time pressure
 - chaotic and expose responders to risk
- Public Safety workplaces** include:
- any location where a Public Safety incident occurs
- Response situation** include:
- single and multi agency response situations
- Hazards** include:
- all potential sources of injury or damage to property or the environment including identified and potential hazards to persons
 - equipment or the environment
- Risk** is:
- the likelihood of injury or damage occurring and the potential consequences of any injury or damage
- Incidents** may include:
- a variety of natural or man made events including but not limited to rescues and extrications
 - flood
 - storm
 - tempest
 - natural disaster
 - vehicle
 - aircraft
 - rail
 - industrial
 - civil defence
 - fires:
 - structural
 - wild
 - prescribed burning
 - search and rescue :
 - urban
 - rural
 - sea
 - hazardous materials and dangerous goods
- Hazards** may be identified by:
- scene assessment
 - visual inspections
 - plan reviews
 - recognising hazard warnings
 - accessing data bases
 - interviewing others at scene
 - seeking expert advice

- Others at scene*** may include:
- organisational personnel
 - personnel from other organisations
 - general public
- Hazardous materials*** may include:
- thermal
 - mechanical
 - explosives
 - toxic
 - corrosive
 - asphyxiant
 - radiation
 - etiological hazards
 - mutagenic materials
- Biological hazards*** may include:
- bacteria
 - viruses
 - fungi and yeasts
 - including exotic organisms
- Physical hazards*** may include:
- noise
 - slippery surfaces
 - poor visibility
 - smoky environments
 - fallen/falling objects
 - fatigue
- Electrical hazards*** may include:
- pole fires
 - electrical fires
 - electricity in damaged/burning structures
 - energised vehicles/structures due to downed wires
 - photovoltaic generation systems
- Manual handling hazards*** may include:
- heavy objects
 - content and shape of containers
- Environmental hazards*** may include:
- temperature
 - darkness
 - fire
 - snow
 - floods
 - winds
 - rain
 - hail
 - flora
 - fauna
 - postural restrictions and access
 - terrain

Hazard control measures
may include:

- traffic
- erection of barriers
- establishment of control zone
- use of spill clean up kits
- use of electrically insulated tools and equipment
- vehicle protection hoses and devices
- life support equipment (heat radiation shielded crew cabin
- vehicle cabins with/without sprays)
- entry control procedures to hazardous areas
- decontamination
- isolation of electricity supply
- state or territory occupational health and safety acts and regulations

Relevant legislation may include:

Personal protective clothing and equipment may include:

- breathing apparatus
- personal lines
- air lines
- personal distress units
- respiratory protection
- protective hoods
- goggles
- hearing protectors
- sunscreen
- chemical protective clothing
- personal flotation devices
- wet suits
- turnout uniform
- gloves
- hard hat
- safety boots
- overalls
- chainsaw chaps
- bullet proof vests
- firearms
- batons
- handcuffs
- atmospheric monitoring equipment
- meteorological equipment
- radiation monitoring equipment
- oxygen meters
- flammable gas detectors

Hazard control equipment
may include:

Reporting may include:

- verbal
- written reports
- completing standard forms
- logs
- sitreps
- note taking
- logging entry to hazardous areas

Designated person may include:

- supervisor
- team leader
- workplace occupational health and safety representative
- officer in charge

Survival strategies which may be applied in:

- buildings
- wildfire situations
- water
- extreme heat or cold

Factors which may require monitoring may include:

- traffic
- weather conditions
- vegetation type
- spectators
- temperature
- structural integrity
- relative humidity
- slope
- terrain
- water supply/pressure
- fire development
- stream flows
- suspect atmospheres

Contact with other personnel may include:

- visual
- vocal
- touch
- radio
- audible warnings
- signalling

Unit Sector(s)

Not applicable.

PUAOPE013A Operate communications systems and equipment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to transmit and receive communications in routine and operational situations using the organisation's communications systems and equipment.

Application of the Unit

This unit applies to a person who is required to operate an organisation's communications systems and equipment in support of the tasks they are undertaking. This work may occur either in the field or from a facility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where ***bold italicised*** text is used, further information is

of Competency.

detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use communications systems and equipment	1.1 <i>Communications equipment</i> and techniques including <i>verbal communications</i> and <i>voice procedures</i> , are selected to best meet the task, context and needs of the situation 1.2 Equipment is operated safely to support communications consistent with organisational policies and procedures 1.3 <i>Communications system</i> is correctly utilised to facilitate transmission and reception
2. Transmit and receive communications	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisational policies and procedures 2.2 Contact is acknowledged, communication is confirmed and action is initiated 2.3 Communication faults and deficiencies are reported according to organisational policies and procedures 2.4 Alternative communications strategies are employed according to organisational procedures to address identified faults and deficiencies in communication 2.5 Communication is processed and recorded in accordance with organisational policies and procedures
3. Maintain communications equipment	3.1 Communications equipment is inspected to ensure operational readiness 3.2 Fault finding techniques are applied and basic maintenance is conducted according to organisational policies and procedures 3.3 Faulty equipment is identified and noted for repair, and documentation is completed in accordance with organisational procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- maintain communications equipment according to organisational procedures
- operate the different communications equipment required by the organisation
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communications system
- utilise the organisation's communications processes and systems

Required Knowledge

- organisational policies and procedures relevant to the operation of communications equipment (such as relevant legislation; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's communications system
- range of communications equipment available to the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use communications equipment under non-operational and operational conditions
- accurately transmit and receive communications using the organisation's communications systems and equipment.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in an operational environment in an industry-approved multi-agency simulated workplace environment.

Specific resources for assessment

Method of assessment

Access is required to:

- relevant communications equipment.

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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.

Communications equipment
may include:

- Computers
- Facsimiles
- Pagers
- Radio
- Signalling devices
- Telephones (mobile, landline and satellite)

Verbal communications procedures
may include:

- Call signs
- Coded messages
- Emergency procedures
- Phonetic alphabet
- Pro-words
- Use of abbreviations

Voice procedures
may include:

- Corrections
- Pitch
- Repetitions
- Rhythm

Communications systems
may include:

- Sentences
- Speed
- Volume
- Communication protocols
- Communications software
- Organisation's networks
- Verbal communication procedures

Unit Sector(s)

Not applicable.

PUAOPE015A Conduct briefings and debriefings

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to lead and manage a briefing and a debriefing.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to people who are required to conduct briefings and debriefings in operational and non-operational situations in a range of environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element.

of Competency.

Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for the briefing and debriefing	<p>1.1 <i>Content and format</i> for briefing and debriefing are determined.</p> <p>1.2 Briefing and debriefing plan is prepared in accordance with organisational policies and procedures.</p> <p>1.3 <i>Relevant personnel</i> involved in the <i>activity</i> are identified and informed of briefing and debriefing requirements.</p> <p>1.4 <i>Safe and appropriate location</i> for the briefing and debriefing is selected.</p>
2. Conduct the briefing and debriefing	<p>2.1 Purpose and structure of the briefing and debriefing is outlined to incident personnel.</p> <p>2.2 Understanding is sought and clarifications are provided, where required.</p> <p>2.3 Contributions from personnel during the debriefing and evaluation by personnel of their anticipated or actual roles in the activity is encouraged.</p> <p>2.4 Briefing and debriefing is <i>conducted</i> in accordance with organisational policies and procedures.</p> <p>2.5 Briefing and debriefing <i>checklist</i> is used as appropriate.</p>
3. Conclude the briefing and debriefing	<p>3.1 Contributions of personnel are acknowledged in a positive way.</p> <p>3.2 <i>Briefing and debriefing follow-up action</i> is identified and acted upon in a timely manner.</p> <p>3.3 Debriefing activity is reviewed against the policies, practices and training of the organisation to identify opportunities for continuous improvement and to identify lessons learnt.</p> <p>3.4 Briefing and debriefing findings are summarised and recorded, if appropriate, in a format suitable for <i>subsequent action</i> by appropriate personnel.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate clearly in a group setting
- lead and manage group processes
- prepare briefing and debriefing plans
- provide feedback and encourage contributions from group members

Required Knowledge

- organisational policies
- organisational procedures for activity briefing and debriefing
- practices and training processes in relation to activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- communicate effectively with personnel
- elicit and encourage contributions to the briefings and debriefings in a constructive and positive way

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed conducting briefings and debriefings in a variety of actual and/or simulated workplace contexts.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified

assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Content and format for briefing and debriefing may include:

- Collaborative
- Descriptive illustrative
- Facilitator led
- Level of language used
- Predetermined (SMEAC)
- Problem based

Briefing and debriefing plan may include:

- Appropriate incident information collected prior to undertaking operational activities
- Location
- Methodology
- Participants
- Purpose
- Subject matter
- Timing

Organisational policies and procedures may include:

- Briefing and debriefing formats
- Legislation relevant to the operation/incident/response
- Legislation relevant to the organisation
- Operational, corporate and strategic plans
- Operational performance standards
- Operational policies and procedures
- Organisational personnel and occupational health and safety practices and guidelines
- Organisational quality standards

- Organisation's approach to environmental management and sustainability
 - Contractors
 - Local, state/territory and federal government employees
 - Operations personnel
 - Support personnel
 - Volunteers
 - Other agency personnel
 - Incidents
 - Meetings
 - Public safety campaigns
 - Ambient conditions (noise, light, smell)
 - Distractions
 - Timing of the briefing and debriefing which may be before, during or following an activity
 - Weather
 - Whether briefing and debriefing is under operational or non-operational conditions
 - After a meeting/event
 - As soon as possible following an incident
 - At convenient time after the incident
 - At regular intervals
 - At shift change over
 - Immediately after the incident
 - Prior to undertaking training
 - Prior to undertaking workplace projects and other work related activities
 - When incident personnel have been relieved
 - When personnel return to their home base
 - When significant changes are anticipated at an incident
 - Control and command
 - Communications
 - Damage
 - Equipment and plant
 - Fatalities
 - First aid and medical
 - Incident background
 - Incident response
 - Injuries
 - Loss
- Relevant personnel** may include:
- Activity** may include:
- Safe and appropriate locations** may vary according to:
- Briefing and debriefing** may be conducted:
- Briefing and debriefing checklist** may include:

- Resources committed to the incident
 - Strategies to improve response
 - Stress
 - Supporting organisations
 - Welfare
- Briefing and debriefing follow-up action* may include
- Action taken to address issues identified
 - Informing participants on the outcomes of the debriefing
- Subsequent action* may include
- Reporting to appropriate supervisor or agency
 - Reviewing procedures

Unit Sector(s)

Not applicable.

PUAPOLFC003B Detect, record and collect physical evidence

Modification History

Release	TP version	Comments
3	PUA12 V1.1	Unit Descriptor revised.
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to process activities involved in recording and collecting physical evidence during *incident/crime scenes* and *laboratory examinations*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Detecting, recording and collecting physical evidence is of the utmost importance and can be applied in various contexts within incident/crime scenes and laboratory examinations.

This unit is relevant for all aspects of handling physical evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Detect and record physical evidence

- 1.1 ***Physical evidence is detected*** using observation techniques and appropriate technological methods.
- 1.2 Physical evidence is collected to prevent contamination or loss.
- 1.3 Samples collected are sufficient in quantity, where possible, to allow all potential examinations/analysis to be carried out.
- 1.4 Samples collected are sufficient to represent the ***natural variation*** that occurs in the physical evidence.
- 1.5 ***Control reference samples*** are collected, where available and appropriate.
- 1.6 Documented record of the physical evidence is produced in line with agreed agency procedures.

2. Collect physical evidence

- 2.1 Physical evidence is recorded prior to examination to ensure continuity and accuracy.
- 2.2 ***Recording methods*** are identified to document the physical evidence in accordance with quality system requirements and within resource limitations.
- 2.3 Latent evidence is ***collected***/detected by physical or chemical means.

3. Package physical evidence

- 3.1 Items are ***packaged and stored*** to maintain continuity and prevent degradation or contamination.
- 3.2 Physical evidence is packaged in accordance with occupational health and safety (OH&S) guidelines.
- 3.3 Details of evidence collected are entered in case notes and where appropriate in the exhibit register to maintain continuity.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse, make decisions and solve problems in responding to a range of physical evidence contexts including the systematic examination of items of physical evidence
- collect, package and preserve specific evidence types
- communicate in writing clearly and unambiguously
- handle exhibits and preserve continuity of evidence
- maintain operational safety
- manage resources and time effectively
- use specialised evidence recording equipment as required

Required Knowledge

- application and potential limitations of forensic investigative techniques
- legislative, policy, and quality system context in which forensic examinations are conducted
- legislative, policy, and quality system requirements for search and the seizure of physical evidence
- legislative, policy, and quality system requirements for collecting, preserving continuity and disposing of exhibits
- legislative, policy and quality system requirements for the security, protection and preservation of the evidence
- OH&S practices to be followed when recording, collecting and packaging physical evidence
- range of techniques available for the recording, collecting, packaging and preserving physical evidence
- required forensic documentation for the recording and collection of physical evidence
- role and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of physical evidence

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate

Assessment must confirm the ability to:

- maximise the potential evidentiary value of the exhibit

competency in this unit

Consistency in performance

Competency should be demonstrated over time and across a range of workplace or simulated situations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

This unit must be assessed against the relevant discipline such as Crime Scenes, Fingerprints, Documents, Firearms, Toolmarks, Fire and Explosion, Criminalistics or Biology.

Competency in this unit in one particular discipline does not imply competence in any other forensic discipline in this same unit.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Incident/crime scenes may

- Civil investigations

include:

- Controlled drug deliveries
- Criminal investigations
- Disasters
- Drug substitutions
- Fire and explosions
- Industrial accidents
- Search of persons/evidence
- Searches and evidence collection
- Sudden deaths
- Special events
- Vehicle collisions
- Vehicle identification

Laboratory examinations
may include:

- Document examination
- Fingerprint development/enhancement/examination
- Firearm examinations
- Motor vehicle examinations
- Shoeprint development/enhancement/examination
- Toolmark examinations
- Trace evidence examinations

Physical evidence may
include:

- Any and all objects
- Liquid or gas including the relationship between all such objects
- Living or inanimate objects
- Objects gross or microscopic in size
- Solid
- Tyremarks, shoemarks, toolmarks, fingerprints, fibres, biological tissue, blood stain analysis, vehicle examinations, paint, clothing, fire debris and documents

Detection methods may
include:

- Chemical
- Optical
- Physical

Natural variation refers to:

- Diversity of characteristics that occurs in all items of physical evidence

Control/reference samples
refers to:

- Control samples which represent background contaminants
- Samples collected from a known source (such as elimination fingerprints, hairs from the victim and suspect)

Recording methods can be:

- Audio recording
- Computer generated data
- Digital imaging

- Hand written notes
 - Global positioning system (GPS)
 - Photographic
 - Physical capture
 - Sketch plan
 - Video recording
- Evidence collection methods*** may include:
- Hand picking (including use of forceps, gloves)
 - Swabbing
 - Sweeping
 - Tape lifting
 - Vacuuming
- Packaging and storing to maintain continuity and prevent degradation or contamination*** may include consideration of:
- Drying of wet exhibits
 - Exhibit labels
 - Packaging medium
 - Physical nature of exhibit
 - Storage temperature
 - Tamper evident seals

Unit Sector(s)

Not applicable.

PUAPRO001B Promote a learning environment in the workplace

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to promote a workplace learning environment in which work and learning are integrated to support the achievement of individual and organisation objectives.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to all Public Safety workers who have leadership roles in their organisation, but is particularly relevant to those workers with supervisory or managerial responsibilities for teams.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Create learning opportunities

- 1.1 Workplace environments which facilitate learning are developed and supported.
- 1.2 Learning plans are developed as an integral part of individual/team performance plans.
- 1.3 Learning plans reflect the diversity of learning styles, development needs and ***learning opportunities***.
- 1.4 Individual/team access to, and participation in, learning opportunities is facilitated.
- 1.5 Consultation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisation performance.

2. Facilitate and promote learning

- 2.1 Workplace activities are used as opportunities for learning.
- 2.2 Coaching and mentoring is used to develop workplace knowledge, skills and attitudes.
- 2.3 The benefits of learning are shared with others in the team/organisation.
- 2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

3. Monitor and improve learning effectiveness

- 3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work based support.
- 3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.
- 3.3 Change in the workplace environment is facilitated to promote learning.
- 3.4 Records and reports of competency are documented

ELEMENT**PERFORMANCE CRITERIA**

and maintained within the organisation's systems and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- develop learning plans
- develop links between work and learning
- promote collaborative processes in developing a learning environment
- promote the achievement of competencies in the workplace
- provide leadership and support to individuals and teams to develop and maintain a flexible learning environment
- provide or arrange support for those who have learning difficulties
- support and encourage learning by individuals and teams

Required Knowledge

- group dynamics
- learning strategies
- organisation records and reports of competency procedures
- principles of adult learning

Evidence Guide**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Knowledge and application of strategies which facilitate and promote an effective workplace learning environment.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment**Context of assessment**

Evidence in facilitating and promoting a learning environment in the workplace Knowledge may be assessed through:

- written assignment
- debriefings and action learning projects.

Specific resources for assessment

No special requirements.

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.

- Learning opportunities arise from organisation*** may include:
- objectives
 - plans
 - systems
 - processes
 - performance plans
 - quality and continuous improvement processes and standards
 - resources
 - participation in committees
 - managing projects
 - developing plans
 - analysis of incidents/response/emergency
 - organisation's approach to environmental management and sustainability
- Learning strategies*** may include:
- coaching
 - mentoring
 - exchange/rotation
 - action learning
 - structured training programs

Unit Sector(s)

Not applicable.

PUATEA003B Lead, manage and develop teams

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in achieving organisational objectives and effective working relationships through managing and developing individuals and teams.

Application of the Unit

This unit applies to Public Safety workers who have a management/leadership role that includes basic HR functions and responsibility for ongoing development of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA002B Work autonomously (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain a team	<p>1.1 Work contributions or suggestions from staff are continually sought and encouraged.</p> <p>1.2 Contributions to team operations are acknowledged and suggestions are dealt with constructively.</p> <p>1.3 Team members' skills are used and developed according to work requirements.</p> <p>1.4 Team members are consulted about implementing new work practices.</p>
2. Communicate objectives and required standards	<p>2.1 Team members are provided with up-to-date information concerning the objectives and standards required by the organisation.</p> <p>2.2 Team members' understanding of objectives and standards is checked.</p> <p>2.3 Organisational standards and values relating to equal employment opportunity, anti discrimination and workplace harassment are modelled and promoted to team members.</p>
3. Manage and improve performance of teams and individuals	<p>3.1 Relevant and realistic team development plans are based on identified strengths and weaknesses of all team members.</p> <p>3.2 Regular constructive feedback on all aspects of work performance is provided to individuals and the team.</p> <p>3.3 Performance is assessed and addressed in a fair and timely manner in accordance with organisational guidelines and procedures.</p>
4. Support and participate in development activities	<p>4.1 Training needs of individuals and the team are identified and assessed on a regular basis in line with organisational guidelines and procedures.</p> <p>4.2 An action plan to meet individual and team training and development needs is developed, agreed and</p>

ELEMENT	PERFORMANCE CRITERIA
<p>5. Provide leadership to individuals and teams</p>	<p>implemented.</p> <p>4.3 On the job training is provided to the required organisational standard and to meet team needs.</p> <p>4.4 Team members are encouraged and supported to attend <i>training</i> and to undertake other <i>development opportunities</i>.</p> <p>4.5 Coaching and mentoring are utilised as development tools.</p> <p>5.1 The link between the function of the team and the goals of the organisation is understood and communicated to the team.</p> <p>5.2 Participative decision making is used to develop, implement and review work of the team and allocate responsibilities where appropriate.</p> <p>5.3 Opportunities are given to individuals and teams to develop new and innovative work practices and strategies.</p> <p>5.4 Delegation to individuals and team members is appropriate and relevant to team objectives and goals in accordance with organisational policy and procedures.</p> <p>5.5 Allocated tasks are within the competence of team members and supported with appropriate authority, autonomy and training.</p>
<p>6. Manage difficulties to achieve positive outcomes</p>	<p>6.1 Potential or actual conflict between team members or between self and other individuals is recognised and addressed.</p> <p>6.2 Difficulties in achieving required outcomes are identified, analysed and solutions developed and communicated to appropriate personnel.</p> <p>6.3 Individuals experiencing difficulties which cannot be addressed within the team are referred to <i>appropriate personnel</i> according to organisational policies and procedures.</p>
<p>7. Create and maintain conditions for productive work</p>	<p>7.1 Work environment is monitored to ensure it is maintained in line with organisational standards.</p> <p>7.2 Improvements to working environment are recommended and implemented where possible.</p> <p>7.3 Workplace hazards are identified or anticipated and managed to maintain safe working conditions.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assessing training needs
- conflict resolution and negotiation
- consulting team members
- interpersonal skills
- leading and supervising individuals and teams
- problem solving
- providing constructive feedback

Required Knowledge

- all organisational policies
- anti discrimination and harassment
- industrial awards and agreements
- legislation relevant to work group activities
- occupational health and safety requirements
- organisational personnel practices and guidelines
- organisational policy relating to equal employment opportunity
- organisational quality standards and values
- principles of effective team operation and leadership
- principles of human resource management
- principles of leadership
- procedures
- protocols and standards affecting work group activities
- relevant training courses and development opportunities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated by team leader meeting objectives and performance requirements.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A combination of oral or written presentations on the job and/or in a simulated scenario.

Specific resources for assessment

No special requirements.

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.

Training and development opportunities may include:

- formal course participation
- on the job training
- work experience
- external study
- conference and seminar attendance
- induction
- job rotation

Training standards may include:

- industry best practice
- legislative requirements
- organisational standards
- Australian standards
- manufacturers' specifications
- endorsed competencies

Appropriate personnel may include:

- human resource manager
- counsellors
- supervisors
- team members
- managers

Organisational policy procedures requirements and guidelines may vary between sectors and organisations and may include:

- legislation relevant to the organisation
- operational
- corporate and strategic plans
- organisational performance standards
- organisational personnel practices and guidelines
- organisational quality standards
- protocols
- standard operating procedures
- equal employment opportunity policies
- occupational health and safety and welfare policy
- learning strategies
- codes of conduct
- Civil Aviation Orders

- requirements of regulatory authorities
- search and rescue time/procedures/action
- organisation's approach to environmental management and sustainability

Unit Sector(s)

Not applicable.

PUAWER004B Respond to workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to all personnel within an organisation, within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to recognise, report and take action during workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	<p>1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed.</p> <p>1.2 Emergency resources in the workplace are identified and located.</p> <p>1.3 <i>Emergency response exercises</i> are participated in according to workplace emergency procedures.</p>
2. Report emergencies and potential emergencies	<p>2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures.</p> <p>2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures.</p>
3. Respond to emergency warnings and advice	<p>3.1 <i>Emergency warnings</i> and advice are responded to according to workplace emergency procedures.</p> <p>3.2 <i>Instructions</i> from emergency control response personnel are complied with during an emergency.</p> <p>3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear.</p>
4. Evacuate from the work area	<p>4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures.</p> <p>4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of</p>

ELEMENT**PERFORMANCE CRITERIA**

- the emergency.
- 4.3 Area of danger is evacuated according to workplace emergency procedures.
- 4.4 Where it is safe to do so, assistance is provided to *people who may require assistance*.
- 4.5 Evacuation procedures and instructions from emergency control organisation or *emergency response personnel* are followed.
- 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered.
- 4.7 Communication systems are used according to workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency
- adhere to documented workplace emergency procedures

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

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.

Emergency response exercises may include

- briefings
- debriefings
- emergency exercises, simulations and reviews
- table/desk top exercises

Emergency warnings may include

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms

People who may require assistance may include

- verbal alert
- babies and children
- people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response
- people from diverse cultural and linguistic backgrounds
- people who are injured
- people who are not able to comprehend the instructions given
- pregnant women
- the elderly
- emergency control organisation members
- counsellors
- emergency response team members
- police, fire and emergency services
- peer support
- recovery team

Emergency response personnel may include

Unit Sector(s)

Not applicable.

SISONAV201A Demonstrate navigation skills in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in controlled environments where there are significant landmarks.

Application of the Unit

This unit applies to those working as assistant outdoor recreation guides, such as bushwalking or skiing, under supervision, in controlled environments that are reliably marked on maps and are obvious on the ground, snow or in the water.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to

ELEMENT

essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

- | | |
|---|--|
| 1. Plan for navigation. | <p>1.1. Obtain and become familiar with <i>map or maps</i> for the activity.</p> <p>1.2. Identify <i>symbols and information</i> contained on the map and how these may be used in navigation.</p> <p>1.3. Apply information contained on the map to plan an efficient route or course and consider all <i>relevant factors</i>.</p> <p>1.4. Obtain and identify features of a compass and how it is used to maintain a designated course.</p> <p>1.5. Calculate grid and magnetic bearings using a map and compass.</p> <p>1.6. Obtain <i>additional information</i> to assist in navigation from the map.</p> <p>1.7. Identify emergency or contingency escape routes.</p> |
| 2. Navigate in controlled environments. | <p>2.1. Orientate map to <i>surroundings</i> with and without the use of a compass.</p> <p>2.2. Follow a route in <i>controlled environments</i>, demonstrating use of <i>navigation aids</i> according to <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>2.3. Apply <i>techniques for estimating distance</i> travelled.</p> <p>2.4. Maintain, where necessary, a compass course while bypassing an <i>obstacle</i>.</p> <p>2.5. Identify unknown features in the field using map and compass.</p> <p>2.6. Select a route or course for the surroundings and conditions.</p> |
| 3. Evaluate navigations. | <p>3.1. Evaluate <i>relevant aspects</i>.</p> <p>3.2. Identify improvements for future navigations.</p> |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
 - read and interpret maps
 - follow instructions and procedures
- planning and organising skills to:
 - obtain navigation equipment
 - plan a route or course
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while navigating
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, and their advantages and disadvantages to enable appropriate map selection
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in controlled environments to determine distance, location, direction and potential hazards.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan a route in controlled environments and demonstrates navigation techniques to orientate and follow directions
- seeks advice and feedback from leader to improve skills and ensure safety of self and group
- evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment Assessment must ensure participation in navigation activities in controlled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable outdoor location, with tracks that are reliably marked on maps, are obvious on the ground and are inspected on a regular basis that align with Class 4 Tracks within the Australian Standard for Walking Tracks
- navigation equipment such as map or maps, compass and activity specific equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources and aids
- oral or written questioning to assess knowledge of navigation techniques
- observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOBWG201A Bushwalk in controlled environments

or

- SISOSKT201A Demonstrate basic cross country skiing skills

or

- SISORAF201A Demonstrate rafting skills on moving water.

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. **Italicised**

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Map or maps** may include:
- cadastral and topographic maps
 - charts
 - guide books and diagrams.
- Symbols and information** may include:
- grid lines and numbers
 - contour lines
 - scale
 - map legend
 - topographic features
 - markers and beacons
 - water depth.
- Relevant factors** may include:
- type of terrain and gradient
 - weather conditions
 - experience
 - hazards
 - access to required resources and facilities.
- Additional information** may include:
- altitude gain or loss
 - distance
 - gradient
 - travelling time
 - magnetic bearings
 - water depth.
- Surroundings** may include:
- ground or terrain
 - snow conditions
 - bodies of water
 - beacons and markers
 - natural formations
 - landmarks
 - man-made features.
- Controlled environments** may include:
- areas reliably marked on maps
 - areas obvious on the ground or snow or water
 - tracks align with Class 4 Tracks within the Australian Standard for Walking Tracks.
- Navigation aids** may include:
- track and creek junctions and crossings
 - survey markers
 - beacons
 - track markers
 - cairns

- paths
- lines
- signs
- arrows
- compass
- man-made objects or features
- transits.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- code of ethics.

Techniques for estimating distance may include:

- time
- observation of surroundings
- pacing.

Obstacles may include:

- rivers
- logs
- rocks
- gullies
- trees
- snow conditions
- exposed areas.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Navigation

SISONAV302A Apply navigation skills in an intermediate environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in uncontrolled environments within an activity-specific context. This includes areas with few obvious visible landmarks, minimal clearance and limited modifications made to the natural surface and where the changes in weather and visibility may occur.

Application of the Unit

This unit applies to outdoor recreation guides or instructors working for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps. Activities requiring navigation may include bushwalking, skiing, snowboarding, off - highway motorcycling or mountain biking in uncontrolled environments with few obvious visible landmarks, minimal clearance and signage, limited modifications made to the natural surface and may include terrain and man-made hazards, such as cliff lines or dense forests.

This unit may also apply to navigation on difficult or trackless waterways where there are few obvious visible waterway landmarks and the craft may be affected by wind and or currents and tides.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

1. Plan for navigation.

- 1.1. Obtain and become familiar with appropriate *map or maps* for the activity.
- 1.2. Identify *symbols and information* contained on the map that may be used in navigation.
- 1.3. Apply information contained on the map to plan an efficient route or course according to specific activity requirements, *contextual issues, relevant legislation and organisational policies and procedures*.
- 1.4. Obtain and identify essential features of a compass and how it is used to maintain a designated course.
- 1.5. Calculate grid and magnetic bearings using a map and compass.
- 1.6. Prepare a *navigation data sheet*, and identify emergency or contingency escape routes.

2. Navigate in uncontrolled environments.

- 2.1. Apply *navigation techniques* to orientate map to *surroundings* with a compass and identify factors that affect accuracy.
- 2.2. Follow a route in remote, *uncontrolled environments*, demonstrating use of *navigation aids* according to relevant legislation and organisational policies and procedures.
- 2.3. Apply *techniques for estimating distance* travelled.
- 2.4. Maintain, where necessary, a compass course while bypassing an *obstacle*.
- 2.5. Identify unknown features in the field using map and compass.
- 2.6. Demonstrate technique to fix position and identify unknown features when lost.

ELEMENT	PERFORMANCE CRITERIA
3. Evaluate navigations	3.1. Evaluate <i>relevant aspects</i> of navigation. 3.2. Identify improvements or modifications for future navigations in uncontrolled environments.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
 - read and interpret maps
 - follow instructions and procedures
 - develop a navigation data sheet
- planning and organising skills to:
 - obtain navigation equipment
 - plan and follow routes and courses
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass
- problem-solving skills to:
 - maintain a compass course while bypassing an obstacle
 - fix position and determine current location when lost in uncontrolled environments.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, sources of error and accuracy, and their advantages and disadvantages to enable selection of appropriate maps
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in uncontrolled environments to determine distance, location, direction and potential obstacles
- techniques for estimating distance travelled, determining position when lost and navigating around obstacles.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan a route in uncontrolled environments and demonstrates navigation techniques to orientate and follow directions
- navigates around obstacles in uncontrolled environments while maintaining a compass course
- evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in navigation activities in uncontrolled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable outdoor location with uncontrolled environments within an activity-specific context that align with Class 5 Tracks within the Australian Standards for Walking Tracks
- navigation equipment such as map or maps, compass, GPS and activity-specific equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of navigation techniques used to maintain a course in uncontrolled environments
- observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle and identifying unknown features when lost
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOBWG302A Apply intermediate bushwalking skills.

or

- SISOMBK302A Apply advanced off-road cycling skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:

- cadastral and topographic maps
- charts
- hydrographic
- aerial photographs
- guide books and diagrams
- satellite imagery
- digital map
- sketch maps.

Symbols and information may include:

- grid lines and numbers
- contour lines
- magnetic variation
- scale
- map legend
- topographic features
- markers and beacons
- water depth.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- use and maintenance of equipment
- code of ethics.

Navigation data sheet may include:

- grid reference points
- grid and magnetic bearings
- distances
- estimated travelling times
- height gain or loss
- gradient
- identifiable features
- escape routes.

Navigation techniques may include:

- use of compass
- linear features
- point features
- attack points
- aiming off
- collecting features
- spiral search
- sweep search
- backbearings and resections
- use of Global Positioning Systems (GPS).

Surroundings may include:

- ground or terrain
- snow conditions
- bodies of water
- beacons and markers
- natural formations
- landmarks
- man-made features.

Uncontrolled environments may include:

- limited modifications to the natural surface
- minimal clearance along the track and signage
- terrain and man-made hazards
- tracks align with Class 5 Tracks within the Australian Standards for Walking Tracks
- areas of water where there are few obvious visible landmarks.

Navigation aids may include:

- track and creek junctions and crossings
- survey markers
- beacons
- track markers
- cairns

- paths
- lines
- signs
- arrows
- watch
- weather charts
- man-made objects or features
- transits.

Techniques for estimating distance may include:

- time
- observation of surroundings
- relation to features
- pacing.

Obstacles may include:

- logs
- rocks
- gullies
- trees
- varying snow conditions
- exposed areas
- thick vegetation
- drops and climbs
- marshes and bogs
- fog
- rivers, lakes and dams.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Navigation

TAEASS301B Contribute to assessment

Modification History

Version	Comments
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TAEASS301B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

Elements describe the essential outcomes of a unit of competency .

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	<p>1.1 Discuss and confirm <i>purpose of assessment</i> with <i>relevant people</i></p> <p>1.2 Discuss and confirm <i>benchmarks for assessment</i> with qualified assessor</p> <p>1.3 Access, read and clarify <i>assessment plan</i> with qualified assessor</p> <p>1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered</p>
2. Confirm organisational arrangements for evidence gathering	<p>2.1 Access and confirm relevant <i>assessment system policies and procedures</i>; organisational, legal and ethical requirements; and other relevant advice on assessment</p> <p>2.2 Clarify nominated <i>assessment tools</i> and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear</p> <p>2.3 Discuss and confirm with relevant people <i>assessment context</i>, including candidate's characteristics and any need for <i>reasonable adjustments</i></p> <p>2.4 Confirm and arrange <i>resource requirements</i> in consultation with relevant people</p>
3. Collect evidence in accordance with the assessment plan	<p>3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities</p> <p>3.2 Use <i>assessment instruments</i> to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements</p>
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

	<p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence, for future assessment activities</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
 - read and interpret relevant information
 - prepare required documentation and collate evidence in required format
- communication skills to:
 - discuss evidence-gathering processes with practitioners and candidates
 - provide constructive and supportive feedback
 - ask appropriate questions to clarify and confirm instructions for evidence gathering
 - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
 - criterion referenced
 - competency standards as the benchmarks for assessment
 - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
 - hazard identification and risk control measures
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use of relevant equipment
 - sources of OHS information
 - role of key workplace personnel
 - responsibilities of learners.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p>
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Purpose of assessment</i> may be:</p>	<ul style="list-style-type: none"> • recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
<p><i>Relevant people</i> must include:</p>	<ul style="list-style-type: none"> • qualified assessors • candidates.
<p><i>Benchmarks for assessment:</i></p>	<ul style="list-style-type: none"> • refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
<p><i>Assessment plan</i> must include:</p>	<ul style="list-style-type: none"> • purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
<p><i>Assessment system policies and procedures</i> may include:</p>	<ul style="list-style-type: none"> • candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
<p><i>Assessment tools</i> include:</p>	<ul style="list-style-type: none"> • the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

	<p>(i.e. the assessment decision-making rules)</p> <ul style="list-style-type: none"> • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	<ul style="list-style-type: none"> • environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.
Reasonable adjustments may include:	<ul style="list-style-type: none"> • taking into account candidate's language, literacy and numeracy requirements • providing personal support services, such as arranging for: <ul style="list-style-type: none"> • member of the community to accompany the candidate • reader • interpreter • attendant carer • scribe • using adaptive technology or special equipment • providing flexible assessment sessions to allow for such things as fatigue or administering of medication • format of assessment materials, such as: <ul style="list-style-type: none"> • in Braille • in first language • use of audiotape or videotape • making adjustments to the physical environment • revising proposed assessment methods and instruments • considering age and gender • considering cultural beliefs, traditional practices and religious observances.
Resource requirements may include:	<ul style="list-style-type: none"> • resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.
Assessment instruments may include:	<ul style="list-style-type: none"> • instruments developed by an assessor as part of formative or summative assessment activities, including: <ul style="list-style-type: none"> • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples

	<ul style="list-style-type: none">• recognition portfolios• candidate self-assessment materials• instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
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Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
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TAEASS301B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

ELEMENT

unit of competency.

PERFORMANCE CRITERIA

is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine assessment approach	<p>1.1 Identify candidate and confirm <i>purposes and context of assessment/RPL</i> with relevant people according to <i>legal, organisational and ethical requirements</i></p> <p>1.2 Identify and access <i>benchmarks for assessment/RPL</i> and any specific assessment guidelines</p>
2. Prepare the assessment plan	<p>2.1 Determine evidence and <i>types of evidence</i> needed to demonstrate competence, according to the <i>rules of evidence</i></p> <p>2.2 Select <i>assessment methods</i> which will support the collection of defined evidence, taking into account the context in which the assessment will take place</p> <p>2.3 Document all aspects of the <i>assessment plan</i> and confirm with relevant personnel</p>
3. Develop assessment instruments	<p>3.1 Develop <i>simple assessment instruments</i> to meet target group needs</p> <p>3.2 Analyse <i>available assessment instruments</i> for their suitability for use and modify as required</p> <p>3.3 <i>Map assessment</i> instruments against unit or course requirements</p> <p>3.4 Write clear instructions for candidate about the use of the instruments</p> <p>3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
 - interpret competency standards and other assessment documentation, including material

- relating to reasonable adjustment
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment, including RPL
- consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
 - obtain competency standards, assessment tools and other relevant assessment resources
 - research candidate characteristics and any reasonable adjustment needs
 - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
 - demonstrate sensitivity to access and equity considerations and candidate diversity
 - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
 - work focused
 - criterion referenced
 - standards based
 - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<ul style="list-style-type: none"> • Evidence of the ability to: • plan and organise the assessment process on a minimum of two occasions • collect evidence that demonstrates: <ul style="list-style-type: none"> • documented assessment plans • having covered a range of assessment events • catering for a number of candidates • different competency standards or accredited curricula • an RPL assessment • contextualisation of competency standards and the selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple assessment instruments for use in the process • organisational arrangements.
Context of and specific resources for assessment	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to training products, such as training packages and accredited course documentation.</p>
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Purposes of assessment/ RPL</i> may include:</p>	<ul style="list-style-type: none"> • recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.
<p><i>Context of assessment/ RPL</i> may include:</p>	<ul style="list-style-type: none"> • environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and: <ul style="list-style-type: none"> • evidence to support RPL • work activities in the candidate's workplace • learning activities • who carries out the assessment/RPL.
<p><i>Organisational, legal and ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework • registration scope • human resources policies and procedures • legal requirements, including: <ul style="list-style-type: none"> • anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements • OHS considerations, including: <ul style="list-style-type: none"> • ensuring OHS requirements are adhered to during the

	<p>assessment process</p> <ul style="list-style-type: none"> identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	<ul style="list-style-type: none"> criterion against which the candidate is assessed or prior learning recognised, which may be: <ul style="list-style-type: none"> competency standard/unit of competency assessment criteria of course curricula performance specifications of an enterprise or industry product specifications.
Types of evidence may include:	<ul style="list-style-type: none"> direct indirect supplementary.
Rules of evidence ensure that evidence collected is:	<ul style="list-style-type: none"> valid sufficient authentic current.
Assessment methods are the particular techniques used to gather evidence and may include:	<ul style="list-style-type: none"> direct observation, for example: <ul style="list-style-type: none"> real work/real time activities at the workplace work activities in a simulated workplace environment structured activities, for example: <ul style="list-style-type: none"> simulation exercises and role-plays projects presentations activity sheets questioning, for example: <ul style="list-style-type: none"> written questions, e.g. on a computer interviews self-assessment verbal questioning questionnaires oral or written examinations (applicable at higher AQF levels) portfolios of evidence, for example: <ul style="list-style-type: none"> collection of work samples compiled by candidate product with supporting documentation historical evidence journal or log book information about life experience review of products, for example: <ul style="list-style-type: none"> testimonials and reports from employers and supervisors

	<ul style="list-style-type: none"> evidence of training authenticated prior achievements interview with employer, supervisor, or peer.
<i>Assessment plan</i> may include:	<ul style="list-style-type: none"> overall planning document describing: <ul style="list-style-type: none"> what is to be assessed when assessment is to take place where assessment is to take place how assessment is to take place.
<i>Simple assessment instruments</i> may include:	<ul style="list-style-type: none"> instruments developed by an assessor as part of formative or summative assessment activities, including: <ul style="list-style-type: none"> profiles of acceptable performance measures templates and proformas specific questions or activities evidence and observation checklists checklists for the evaluation of work samples recognition portfolios candidate self-assessment materials instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
<i>Available assessment instruments</i> may include:	<ul style="list-style-type: none"> commercially available instruments those created by others inside the registered training organisation.
<i>Map assessment</i> means:	<ul style="list-style-type: none"> showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEASS402A Assess competence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.
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Application of the Unit

Application of the unit	This unit typically applies to assessors.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for assessment	<p>1.1. Interpret <i>assessment plan</i> and confirm organisational, legal and ethical requirements for conducting assessment with relevant people</p> <p>1.2. Access and interpret relevant <i>benchmarks for assessment</i> and nominated <i>assessment tools</i> to confirm the requirements for evidence to be collected</p> <p>1.3. Arrange identified material and physical resource requirements according to assessment system policies and procedures</p> <p>1.4. Organise <i>specialist support</i> required for assessment</p> <p>1.5. Explain, discuss and agree details of the assessment plan with candidate</p>
2. Gather quality evidence	<p>2.1. Use agreed <i>assessment methods</i> and tools to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2. Apply the principles of assessment and rules of evidence in gathering quality evidence</p> <p>2.3. Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel</p> <p>2.4. Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required</p>
3. Support the candidate	<p>3.1. Guide candidates in gathering their own evidence to support recognition of prior learning (RPL)</p> <p>3.2. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to <i>individual differences</i> and enables two-way <i>feedback</i></p> <p>3.3. Make decisions on reasonable adjustments with the</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>candidate, based on candidate's needs and characteristics</p> <p>3.4. Access required specialist support in accordance with the assessment plan</p> <p>3.5. Address any OHS risk to person or equipment immediately</p>
4. Make the assessment decision	<p>4.1. Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence</p> <p>4.2. Use judgement to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.3. Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan</p> <p>4.4. Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required</p>
5. Record and report the assessment decision	<p>5.1. Record assessment outcomes promptly and accurately</p> <p>5.2. Complete and process an assessment report according to agreed assessment procedures</p> <p>5.3. Inform other relevant parties of the assessment decision according to confidentiality conventions</p>
6. Review the assessment process	<p>6.1. Review the assessment process in <i>consultation</i> with relevant people to improve own future practice</p> <p>6.2. Document and record the review according to relevant assessment system policies and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - break down competency standards
 - interpret assessment tools and other assessment information, including those used in RPL

REQUIRED SKILLS AND KNOWLEDGE

- identify candidate needs
- make judgements based on assessment of available evidence
- observation skills to:
 - recognise candidate's prior learning
 - determine candidate's performance
 - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
 - access required human and material resources for assessment
 - access assessment system policies and procedures
 - access RPL policies and procedures
 - evaluate evidence
 - evaluate assessment process
- cognitive skills to:
 - weigh up the evidence and make a judgement
 - consider and recommend reasonable adjustments
- decision-making skills to:
 - recognise a candidate's prior learning
 - make a decision on a candidate's competence
- literacy skills to:
 - read and interpret relevant information to conduct assessment
 - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
 - explain the assessment, including RPL process
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss process with other relevant people
 - give appropriate feedback
 - discuss assessment outcome
 - use language appropriate to candidate and assessment environment
 - establish a working relationship with candidate

Required knowledge

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - criterion-referenced assessment as distinct from norm-referenced assessment
 - competency standards as the basis of qualifications

REQUIRED SKILLS AND KNOWLEDGE

- structure and application of competency standards
- principles of assessment and how they are applied
- rules of evidence and how they are applied
- range of assessment purposes and assessment contexts, including RPL
- different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
- reasonable adjustments and when they are applicable
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
- potential barriers and processes relating to assessment tools and methods
- assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - training packages and competency standards
 - licensing requirements
 - industry and workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use and maintenance of relevant equipment
 - sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan • assess at least one candidate for RPL • consider reasonable adjustment and the reasons for decisions in at least one assessment • cover an entire unit of competency and show: <ul style="list-style-type: none"> • the application of different assessment methods and tools involving a range of assessment activities and events • two-way communication and feedback • how judgement was exercised in making the assessment decision • how and when assessment outcomes were recorded and reported • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed.
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.</p>
<p>Method of assessment</p>	
<p>Guidance information for assessment</p>	<p>For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Assessment plan</i> may include:</p>	<ul style="list-style-type: none"> • overall planning, describing: <ul style="list-style-type: none"> • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
<p><i>Benchmarks for assessment:</i></p>	<ul style="list-style-type: none"> • refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
<p><i>Assessment tools</i> may include:</p>	<ul style="list-style-type: none"> • both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods • instruments to be used for gathering evidence, such as: <ul style="list-style-type: none"> • profile of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for evaluating work samples • candidate self-assessment materials • procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.
<p><i>Specialist support</i> may include:</p>	<ul style="list-style-type: none"> • assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels

RANGE STATEMENT	
	<ul style="list-style-type: none"> • support from lead assessors • advice from policy development experts.
<i>Assessment methods</i> include:	<ul style="list-style-type: none"> • particular techniques used to gather different types of evidence, such as: <ul style="list-style-type: none"> • direct observation • structured activities • oral or written questioning • portfolios of evidence • review of products • third-party feedback.
<i>Individual differences</i> may include:	<ul style="list-style-type: none"> • English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
<i>Consultation</i> may involve:	<ul style="list-style-type: none"> • moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Unit sector	Assessment
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEASS502B Design and develop assessment tools

Modification History

Version	Comments
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TAEASS502B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.

Application of the Unit

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment.

This unit typically applies to those involved in training and assessment or in the development of learning resources or products, assessors, learning resource or product developers, and training and assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

ELEMENT

unit of competency.

PERFORMANCE CRITERIA

is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine focus of the assessment tool	<p>1.1 Identify target group of candidates, purposes of <i>assessment tool</i>, and <i>contexts</i> in which the tool will be used</p> <p>1.2 Access relevant <i>benchmarks for assessment</i> and interpret them to establish evidence required to demonstrate competence</p> <p>1.3 Identify, access and interpret <i>organisational, legal and ethical requirements</i> and relevant <i>contextualisation guidelines</i></p> <p>1.4 Identify other <i>related documentation</i> to inform assessment tool development</p>
2. Design assessment tool	<p>2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment</p> <p>2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods</p> <p>2.3 Consider different <i>assessment instruments</i> for the selected assessment methods to generate options for collection of evidence</p> <p>2.4 Consider how the assessment instruments will be administered</p>
3. Develop assessment tool	<p>3.1 Develop specific assessment instruments that address the evidence to be collected</p> <p>3.2 Define and document clear and specific <i>procedures</i> instructing assessor and candidate on the administration and use of the instruments</p> <p>3.3 Consider requirements of <i>assessment system policies and procedures</i> and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process</p>
4. Review and trial assessment tool	<p>4.1 Check draft assessment tools against <i>evaluation criteria</i> and amend as required</p> <p>4.2 Trial assessment tools to validate content and applicability</p> <p>4.3 Collect and document feedback from relevant people involved in trialling</p> <p>4.4 Make amendments to final tool based on analysis of feedback</p>

	4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to review and evaluate assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to develop different assessment tool designs
- research and evaluation skills to evaluate assessment tools on the basis of trials and feedback.

Required knowledge

- principles of assessment and how they are applied when developing assessment tools
- different types and rules of evidence
- different assessment contexts and relationship to developing assessment tools
- components of competency and dimensions of competency
- contextualisation of competency standards and contextualisation guidelines
- Assessment Guidelines of training packages as relevant to developing assessment tools
- different assessment methods, their purposes and uses
- evaluation methodologies appropriate to the trial and review of assessment tools
- principles of reasonable adjustment
- relevant workplace information, including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
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Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • develop assessment tools that support different assessment methods and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels • develop assessment tools that: <ul style="list-style-type: none"> • include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates • show how the contextual needs of different environments are addressed • report on the trial and review of the assessment tools, including proposed changes.
Context of and specific resources for assessment	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Assessment tool</i> includes:</p>	<ul style="list-style-type: none"> • the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
<p><i>Contexts</i> of assessment/RPL may include:</p>	<ul style="list-style-type: none"> • environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and evidence to support RPL • who carries out the assessment/RPL • relationships between competency standards and work activities in the candidate's workplace • relationships between competency standards and learning activities.
<p><i>Benchmarks for assessment:</i></p>	<ul style="list-style-type: none"> • refer to criteria against which the candidate is assessed which may be a unit of competency, assessment criteria of course curricula, performance specifications, or product specifications • where the benchmark is one or more units of competency the standards may be contextualised to reflect the immediate operating environment.
<p><i>Organisational, legal and ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • assessment system policies and procedures • industrial relations systems and processes, awards and enterprise agreements • licensing and legal ramifications of assessing competence • reporting, recording and retrieval systems for assessment • requirements of training, assessment and validation, including the AQTF Standards for Registered Training Organisations • human resource policies, procedures and legal requirements, including: <ul style="list-style-type: none"> • anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments

	<ul style="list-style-type: none"> • OHS considerations, including: <ul style="list-style-type: none"> • ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates • ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials • identifying hazards and relevant risk control procedures associated with the assessment environment.
<i>Contextualisation guidelines</i> relate to:	<ul style="list-style-type: none"> • relevant training package or accredited course contextualisation guidelines.
<i>Related documentation</i> may include:	<ul style="list-style-type: none"> • requirements set out in the Assessment Guidelines of the relevant training packages • information from the competency standards about: <ul style="list-style-type: none"> • resources required for assessment • assessment context • appropriate assessment methods • assessment activities identified in accredited modules derived from the relevant competency standards • assessment activities in support materials related to the relevant competency standards • any requirements of OHS, legislation, codes of practice, standards and guidelines • indicators and levels of competence of the Australian Core Skills Framework • organisational requirements for demonstration of work performance • product specifications.
<i>Assessment instrument</i> may be:	<ul style="list-style-type: none"> • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials.

<i>Procedures</i> may include:	<ul style="list-style-type: none"> • those that guide the application of the instruments, such as: <ul style="list-style-type: none"> • instructions for the candidates • instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of tools • guidance for development or review of decision-making process • guidance on reasonable adjustments • specified variations or restrictions on the tools • rules for verifying assessment decisions • OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms • information on access and equity considerations.
<i>Assessment system policies and procedures</i> may include:	<ul style="list-style-type: none"> • assessment records, and data and information management • recognition of current competency, RPL and credit arrangements • assessor needs, qualifications and maintenance of currency • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system.
<i>Evaluation criteria</i> may include:	<ul style="list-style-type: none"> • effectiveness and relevance to the competency standards • whether assessment tool is appropriate to selected assessment methods • whether assessment tool is appropriate to target group and assessment context • appropriateness of language and literacy for intended audience.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.
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Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information,

ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use <i>measures</i> to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbal and non-verbal communication techniques, such as:
 - asking relevant and appropriate questions
 - providing explanations
 - demonstrating
 - using listening skills
 - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct prestart-up checks if required
 - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning programs and plans
 - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - engage, motivate and connect with learners
 - provide constructive feedback
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
 - recognise and be sensitive to individual difference and diversity
- observation skills to:
 - monitor learner acquisition of new skills, knowledge and competency requirements
 - assess learner communication and skills in interacting with others
 - identify learner concerns
 - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

REQUIRED SKILLS AND KNOWLEDGE

procedures

- risk controls for the specific learning environment

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
 - different learning objectives
 - a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement**RANGE STATEMENT**

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Learner characteristics</i> may include:	<ul style="list-style-type: none"> • language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<i>Safe learning environment</i> may include:	<ul style="list-style-type: none"> • exit requirements • personal protective equipment • safe access • safe use of equipment.
<i>Instruction and demonstration objectives</i> may include:	<ul style="list-style-type: none"> • competencies to be achieved • generic and technical skills, which may be: <ul style="list-style-type: none"> • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<i>Learning resources</i> may include:	<ul style="list-style-type: none"> • any material used to support learning, such as: <ul style="list-style-type: none"> • learner and user guides • trainer and facilitator guides • example training programs • specific case studies • professional development materials • assessment materials • a variety of formats • those produced locally • those acquired from other sources.
<i>Learning materials</i> may include:	<ul style="list-style-type: none"> • handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<i>Details</i> may include:	<ul style="list-style-type: none"> • location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

RANGE STATEMENT	
<i>OHS procedures</i> may include:	<ul style="list-style-type: none"> • emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	<ul style="list-style-type: none"> • coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	<ul style="list-style-type: none"> • learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
<i>Measures</i> may include:	<ul style="list-style-type: none"> • informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.
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Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret <i>learning program documentation</i> to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop <i>session plans</i> and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage <i>inappropriate behaviour</i> to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
 - synthesising information and ideas
 - preparing equipment, such as data projectors and computer presentation applications
 - speaking with appropriate tone and pitch
 - using language appropriate to audience
 - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
 - every individual has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
 - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
 - identify critical points, issues, concerns and problems
 - identify options for changing behaviours
- oral communication and language skills to:

REQUIRED SKILLS AND KNOWLEDGE

- motivate learners to transfer skills and knowledge
- engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
- policies and procedures relevant to the learning environment

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed • identify and respond to diversity and individual needs • access and use documented resources and support personnel to guide inclusive practices.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: <ul style="list-style-type: none"> • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Learning program documentation</i> may include:	<ul style="list-style-type: none"> • competencies or other benchmarks to be achieved • for each chunk or segment of the learning program: <ul style="list-style-type: none"> • specific learning outcomes derived from the benchmarks • overview of content to be covered • learning resources, learning materials and activities • delivery methods • number and duration of training sessions or classes required, and overall timelines • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required.
<i>Session plans</i> may include:	<ul style="list-style-type: none"> • outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
<i>Inappropriate behaviour</i> may include:	<ul style="list-style-type: none"> • violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.
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Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address <i>OHS implications</i> of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address <i>contractual requirements</i> and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the <i>work-based learning pathway</i> 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss <i>individualised learning plan</i> with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

ELEMENT	PERFORMANCE CRITERIA
	<p>learning environment</p> <p>3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety</p>
<p>4. Implement work-based learning pathway</p>	<p>4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway</p> <p>4.2. Explain objectives of work-based learning and the processes involved to learner</p> <p>4.3. Encourage learner to take responsibility for learning and to self-reflect</p> <p>4.4. Develop techniques that facilitate learner's transfer of skills and knowledge</p>
<p>5. Maintain and develop the learning/facilitation relationship</p>	<p>5.1. Prepare for each session</p> <p>5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development</p> <p>5.3. Observe learner cues and change approaches where necessary to maintain momentum</p> <p>5.4. Practise <i>ethical behaviour</i> at all times</p> <p>5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties</p>
<p>6. Close and evaluate the learning/facilitation relationship</p>	<p>6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2. Seek feedback from learner on the outcomes achieved and value of the relationship</p> <p>6.3. Evaluate and document process, including <i>impact, self evaluation and reflection</i>, and file according to legal and organisational requirements</p>
<p>7. Monitor and review the effectiveness of the work-based learning pathway</p>	<p>7.1. Document work performance and learning achievement and keep records according to organisational requirements</p> <p>7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>7.3. Recommend improvements to work-based practice in light of the review process</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
 - motivate the learner
 - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
 - using effective verbal and non-verbal language
 - using critical listening and questioning techniques
 - giving constructive and supportive feedback
 - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
 - providing clear and concrete options and advice
 - using appropriate industry/profession terminology and language
 - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace

REQUIRED SKILLS AND KNOWLEDGE

- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare and facilitate work-based learning
- provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two examples of a learning facilitation relationship being conducted:
 - with different individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>OHS implications</i> may include:	<ul style="list-style-type: none"> • OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
<i>Contractual requirements</i> may include:	<ul style="list-style-type: none"> • training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
<i>Work-based learning pathway</i> may include:	<ul style="list-style-type: none"> • identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
<i>Individualised learning plan</i> may include:	<ul style="list-style-type: none"> • information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

RANGE STATEMENT	
	learner <ul style="list-style-type: none"> • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
<i>Ethical behaviour</i> includes:	<ul style="list-style-type: none"> • trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
<i>Impact</i> may be:	<ul style="list-style-type: none"> • successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.
<i>Self-evaluation and reflection</i> may include:	<ul style="list-style-type: none"> • asking critical questions about: <ul style="list-style-type: none"> • own ability • what worked or didn't work • how the relationship building process could be improved • reviewing records and journals on sessions and critically evaluating own performance • reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.
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Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the <i>mentoring</i> relationship according to organisational procedures 1.2. Establish <i>ground rules</i> and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with <i>legislation, policy and procedures</i>
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use <i>techniques for resolving differences</i> without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

ELEMENT	PERFORMANCE CRITERIA
	<p>and style to suit their requirements</p> <p>3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process</p> <p>3.3. Recognise and discuss changes in the <i>mentoring relationship</i> with appropriate <i>stakeholders</i></p> <p>3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met</p>
4. Evaluate effectiveness of mentoring	<p>4.1. Establish and discuss <i>benefits</i> gained from the mentoring process</p> <p>4.2. Reflect on and articulate the personal benefits gained from providing mentoring</p> <p>4.3. Identify and report the outcomes of the mentoring arrangement and the <i>benefits to the organisation</i> according to organisational policy and procedures to improve the mentoring system or program</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
 - engage in relationship building, including building trust and maintaining confidentiality
 - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation

REQUIRED SKILLS AND KNOWLEDGE

- (RTO) and funding body
- training plans and responsibilities
 - training products and strategies for learning
 - mentoring methodologies and strategies
 - acceptable behaviour in the mentoring relationship
 - equal employment opportunity, equity and diversity principles
 - OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship
- facilitate at least three mentoring sessions
- provide information on sessions, including comments and notes from both mentor and learner.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Mentoring</i> may include:	<ul style="list-style-type: none"> • long-term focus on personal growth and learning • wide range of learning oriented to: <ul style="list-style-type: none"> • support • guidance in personal or career growth • relationship, not just a procedure or activity • one person professionally assisting the career development of another.
<i>Ground rules</i> may include:	<ul style="list-style-type: none"> • training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.
<i>Legislation, policy and procedures</i> may include:	<ul style="list-style-type: none"> • commonwealth and state or territory legislation and regulations, such as: <ul style="list-style-type: none"> • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • OHS legislation • user choice • organisational policy, procedures and protocols.
<i>Techniques for resolving differences</i>	<ul style="list-style-type: none"> • finding a mutually beneficial solution • self-disclosure

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • inviting discussion • providing explanations • accessing assistance.
<i>Mentoring relationship</i> may include:	<ul style="list-style-type: none"> • informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
<i>Benefits</i> may include:	<ul style="list-style-type: none"> • insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
<i>Benefits to the organisation</i> may include:	<ul style="list-style-type: none"> • increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDES505A Evaluate a training program

Modification History

Version	Comments
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TAEDES505A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements.

In an AQTF context it can contribute to the continuous improvement cycle within a registered training organisation (RTO).

Application of the Unit

This unit typically applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of</i>
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ELEMENT**PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Plan and prepare evaluation	<p>1.1 Document the <i>aim and scope of the evaluation</i> study</p> <p>1.2 Identify the <i>data and information</i> required and access sources of information</p> <p>1.3 Establish a project plan and timelines which identify tasks and <i>stakeholders in the evaluation process</i></p> <p>1.4 Select and brief staff to be involved</p> <p>1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan</p>
2. Collect and collate evaluation data and information for a training program	<p>2.1 Identify the most appropriate <i>technique(s) for gathering quantitative and qualitative data and information</i></p> <p>2.2 Develop <i>evaluation instruments</i> to gather data and information</p> <p>2.3 Arrange workplace visits and meetings, and access to data and information</p> <p>2.4 Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organisation</p> <p>2.5 Identify and record potentially useful information which is not identified in the evaluation plan</p> <p>2.6 Collate and process data relevant to the evaluation</p>
3. Analyse evaluation data and information and make conclusions	<p>3.1 Analyse the data and information to identify the outcomes of training and their impact on workforce capability</p> <p>3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments</p> <p>3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope</p> <p>3.4 Document areas of training that are satisfactory and those requiring improvement</p> <p>3.5 Identify factors affecting performance and suggest possible enhancements or <i>alternatives to the training program</i></p>
4. Report on the conclusions and	<p>4.1 Document issues and conclusions arising from the analysis conducted</p>

recommendations of the evaluation	<p>4.2 Make recommendations to stakeholders on <i>areas of possible improvement</i></p> <p>4.3 Discuss preliminary findings with stakeholders</p> <p>4.4 Produce an evaluation report and distribute to all stakeholders</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - evaluate information management systems, policies and procedures of an organisation
 - select relevant evaluation information and documentation
 - access and interpret the organisation's standards and values
 - analyse records/notes of the evaluation process
- communication skills to:
 - explain the evaluation process
 - give clear and precise instructions and advice
 - discuss the evaluation process with other relevant people
 - seek information relevant to the evaluation
 - discuss the evaluation outcome with the stakeholders
- language and literacy skills to:
 - interpret training program requirements (including, where appropriate AQTF requirements)
 - develop resources to support the evaluation process
 - communicate with key stakeholders
 - produce and maintain documentation
- planning and organising skills to:
 - plan projects
 - plan and sequence work programs
 - coordinate the work of self and others
- research and evaluation skills to investigate training and workforce data, and determine and implement appropriate improvement.

Required knowledge

- Commonwealth and state/territory legislation, codes of practice and standards, for example:
 - Training Packages and accredited courses, and what comprises quality training and assessment services
 - how training and/or assessment organisations operate

- terminology relating to quality evaluation processes
- evaluation models/methods, including the Kirkpatrick Model
- records management systems of the organisation
- other relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation, for example:
 - plagiarism
 - copyright and privacy laws
 - security of information and confidentiality requirements
 - duty of care, as it relates to coordinating personnel and learning
 - the industrial relations system, industry/workplace relations and industrial awards/enterprise agreements
 - anti-discrimination legislation, including equal opportunity, racial vilification and disability discrimination
 - vocational education and training systems
 - OHS relating to planning and conducting an evaluation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • evaluate a training program against workforce performance needs and capability requirements • produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement • critically review the evaluation process and approaches taken and propose changes to improve the process.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Aim of the evaluation study</i> may include:</p>	<ul style="list-style-type: none"> • evaluating the effectiveness of the training in meeting workforce needs • estimating the cost effectiveness of the training provided • evaluating outcomes of a learning or assessment process or product • determining or trialling new processes/products • establishing client satisfaction • ensuring learning/assessment strategies and programs are relevant to client needs and capability requirements • determining resource requirements • providing solutions to organisational performance problems.
<p><i>Scope of the evaluation study</i> may include:</p>	<ul style="list-style-type: none"> • whole of training and/or assessment of the RTO • specific training and/or assessment services • specific training and/or assessment products • specific aspects of training and/or assessment systems • partner organisation arrangements • workforce training needs.
<p><i>Data and information to be gathered</i> may include:</p>	<ul style="list-style-type: none"> • work performance • workplace productivity • employer feedback • trainee feedback.
<p><i>Stakeholders in the evaluation process</i> may include:</p>	<ul style="list-style-type: none"> • employer organisations • training graduates • workplace supervisors and managers • trainers and assessors • training designers • HR managers.
<p><i>Technique(s) for gathering data/information</i> may include:</p>	<ul style="list-style-type: none"> • surveys • group discussion sessions • researching of organisational performance data

	<ul style="list-style-type: none"> • conducting interviews with course graduates, their supervisors and managers, trainers/ facilitators and assessors • examining the organisations documents and systems, such as: <ul style="list-style-type: none"> • policies and procedures • learning and assessment strategies • training/assessment records • course evaluation questionnaires • resources for delivery and assessment including assessment tools.
<i>Evaluation instruments</i> may include:	<ul style="list-style-type: none"> • surveys • feedback forms • work performance specifications • questionnaires • diaries • logs • discussion group questions.
<i>Alternatives to the training program</i> may include:	<ul style="list-style-type: none"> • job redesign • change in supervision arrangements or work support • individual mentoring • communication and information campaign, e.g. posters, brochures • job aids, e.g. manuals • standard operating procedures (SOPs).
<i>Areas of possible improvement</i> may include:	<ul style="list-style-type: none"> • analysis of skills requirements and training needs • design of training and assessment strategies • training materials development • training delivery methods and resources • assessment methods and tools • employer and trainee liaison and management.

Unit Sector(s)

Learning Design

Custom Content Section

Not applicable.

TLIA2011A Package goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements including selecting materials, packing and unwrapping products, and labelling packaged products/loads to the required labelling standards. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the packaging of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the packaging of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Select materials and pack and unwrap products

- 1.1 Packaging specifications and order packaging documentation are correctly interpreted
- 1.2 Appropriate packaging technology suitable for the goods to be packed is selected
- 1.3 Packaging materials are identified and matched to specifications
- 1.4 Work plan ensures materials are used economically and that appropriate packaging is used that minimises loss and damage in transit or storage
- 1.5 Work is planned in accordance with OH&S requirements
- 1.6 Completed packed goods are stacked to minimise damage from within and outside

2 Label packaged products/loads

- 2.1 Workplace labelling standards are identified
- 2.2 Appropriate goods handling, labelling and other identification symbols are utilised
- 2.3 Invoices and picking slips are attached (where required)
- 2.4 Workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the packaging of goods including the Australian Dangerous Goods Code (ADG Code)

REQUIRED KNOWLEDGE AND SKILLS

- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the packaging of goods
- Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods
- Problems that may occur when packaging goods and appropriate action that can be taken to resolve the problems
- Documentation requirements for the packaging of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when packaging goods
- Read and interpret instructions, procedures and labels relevant to the packaging of goods
- Complete documentation related to work activities when packaging goods
- Work collaboratively with others when packaging goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when packaging goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events that may occur when packaging goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment when packaging goods
- Check operation of packaging equipment in terms of service schedule and standard operating procedures
- Select and use relevant communications, computing equipment and materials when packaging goods
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Work may be conducted:
- in a range of work environments
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
- Goods may involve:
- special handling, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
- Hazards in the work area may include exposure to:
- chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
 - oil or water on floor
 - a fire or explosion
 - damaged packaging or pallets
 - debris on floor
 - faulty racking
 - poorly stacked pallets
 - faulty equipment
- Consultative processes may involve:
- other employees and supervisors
 - suppliers, customers and clients
 - relevant authorities and institutions
 - management and union representatives
 - industrial relations and OH&S specialists
 - other maintenance, professional or technical staff
- Communication in the work area may include:
- phone
 - electronic data interchange (EDI)
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the
- company procedures
 - enterprise procedures

RANGE STATEMENT

local terminology used, workplace procedures may include:

- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- relevant codes and regulations for the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations

RANGE STATEMENT

- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA2012A Pick and process orders

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to pick and process orders in accordance with workplace requirements including identifying workplace order picking processes, policies and procedures; picking and despatching orders, and recording stock levels. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with relevant codes/regulations and workplace requirements for the picking and processing of orders.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures to the picking and processing of orders in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1 Identify workplace order picking processes, policies and procedures | <ul style="list-style-type: none"> 1.1 Workplace procedures for order picking and related workplace documentation are interpreted 1.2 Stock allocation and location systems are identified and located 1.3 Appropriate manual handling equipment is selected in accordance with OH&S regulations and workplace procedures |
| 2 Pick and despatch an order | <ul style="list-style-type: none"> 2.1 Work requirements are planned with appropriate equipment and documentation assembled 2.2 Zones of the warehouse which store required products are identified and located 2.3 Pick path is established 2.4 Where required, appropriate pallet(s) for orders are selected and stacked to minimise stock damage and maximise stability 2.5 Products are selected and consolidated 2.6 Products/pallets are located in despatch areas 2.7 Products are assembled to meet workplace schedules 2.8 Orders are consolidated, secured, arranged and placed in storage zones in accordance with the schedule |
| 3 Record stock levels | <ul style="list-style-type: none"> 3.1 Storage areas are checked and stocks are noted for replenishment in accordance with workplace procedures 3.2 Workplace records are completed in accordance with workplace requirements |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Regulations relevant to the picking and processing of orders, including relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the picking and processing of orders
- Focus of operation of work systems, equipment, management and site operating systems for the picking and processing of orders
- Problems that may occur when picking and processing an order and appropriate action that can be taken to resolve the problems
- Documentation and record requirements when picking and processing an order
- Equipment used during picking and processing operations and the precautions and procedures that should be followed in its use
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when picking and processing orders
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, signs and labels relevant to the picking and processing of orders
- Complete documentation related to picking and processing orders
- Identify relevant stock and goods coding and labelling, including ADG and IMDG markings
- Work collaboratively with others when picking and processing orders
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions when picking and processing orders in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when picking and processing orders
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when picking and processing orders
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant equipment and communications technology when picking and processing orders
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods/loads

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation

EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Work may be conducted:

- by day or night
- in a range of work environments

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- limited or restricted spaces
- exposed conditions
- controlled or open environments

Problems that may occur when picking and processing an order include:

- wrong stock is picked
- wrong carton for order
- incorrect location
- damaged stock
- no stock at location
- incorrect quantity
- failing to meet a special order requirement

Special order requirements may include:

- pricing
- special packing
- specific size of carton
- special categories of stock

Hazards in the work area may include exposure to:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- oil or water on floor
- a fire or explosion

RANGE STATEMENT

- Consultative processes may involve:
- damaged packaging or pallets
 - debris on floor
 - faulty racking
 - poorly stacked pallets
 - faulty equipment
 - workplace personnel
 - supervisors and managers
 - customers/clients
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange (EDI)
 - fax
 - email
 - internet
 - RF communications
 - barcode readers
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
- Information/documents may include:
- goods identification numbers and codes
 - manifests, picking slips, merchandise transfers, stock requisitions and bar codes
 - manufacturers specifications for equipment/tools
 - workplace procedures and policies
 - supplier and/or client instructions
 - material safety data sheets
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - relevant legislation, regulations and related documentation
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements

RANGE STATEMENT

Applicable regulations and legislation may include:

- quality assurance procedures
- emergency procedures
- relevant codes and regulations pertaining to the picking and processing of orders
- Australian Dangerous Goods Code
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA2013A Receive goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to receive goods in accordance with regulatory and workplace requirements, including identifying workplace procedures and documentation requirements for the receipt of goods; checking and inspecting goods on arrival and completing workplace documentation; and unloading, packing and storing stock. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the receiving of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the receiving of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1 Identify workplace procedures and documentation requirements for the receipt of goods | <p>1.1 Workplace procedures for receipt of goods are identified</p> <p>1.2 Purpose of documents associated with the receipt of goods is interpreted</p> <p>1.3 Workplace documentation requirements for the receipt of goods and reporting of damage are identified</p> |
| 2 Check and inspect goods on arrival and complete workplace documentation | <p>2.1 Procedures for checking of goods in comparison with orders or manifests are identified and followed</p> <p>2.2 Discrepancies and/or damaged goods are reported</p> <p>2.3 Non-conforming goods are appropriately documented and despatched or stored in accordance with company procedures</p> |
| 3 Unload, unpack and store stock | <p>3.1 Appropriate manual handling techniques and equipment are identified</p> <p>3.2 Safe work procedures are used when unloading, unpacking and storing stock</p> <p>3.3 Advice on appropriate storage locations and requirements for particular products is sought</p> <p>3.4 Goods are unloaded and unpacked in accordance with workplace procedures</p> <p>3.5 Assistance from others is sought when required to maintain safe and effective work</p> <p>3.6 Directions are followed to store stock in appropriate areas</p> |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the receiving of goods including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the receiving of goods
- Focus of operation of work systems, equipment, management and site operating systems for the receiving of goods
- Problems that may occur when receiving goods and appropriate action that can be taken to resolve the problems
- Specifications and standards for the checking and inspection of received goods
- Documentation requirements for the receiving of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when receiving goods
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, information, labels and signs relevant to receiving goods
- Complete documentation related to the receipt of goods
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Work collaboratively with others when receiving goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when receiving goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when receiving goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when receiving goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or

Required skills:

- damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant load handling equipment when receiving goods
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation

EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- | | |
|--|--|
| Work may be conducted: | <ul style="list-style-type: none">• in a range of work environments• by day or night |
| Customers may be: | <ul style="list-style-type: none">• internal or external |
| Workplaces may comprise: | <ul style="list-style-type: none">• large, medium or small worksites |
| Work may be conducted in: | <ul style="list-style-type: none">• limited or restricted spaces• exposed conditions• controlled or open environments |
| Received goods may involve: | <ul style="list-style-type: none">• special handling and storage requirements, including temperature controlled goods and dangerous goods |
| Problems that may occur when receiving goods may include: | <ul style="list-style-type: none">• damaged stock• damaged pallets or packaging• wrong stock• error in paperwork• poorly stacked stock• incorrect quantity |
| Aspects of goods to be checked when receiving goods may include: | <ul style="list-style-type: none">• correct type• number• condition• quality• packaging• labelling• dangerous goods declarations and markings (where applicable) |

RANGE STATEMENT

Hazards in the work area may include exposure to:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- oil or water on floor
- fire or explosion
- damaged packaging or pallets
- debris on floor
- poorly stacked pallets
- faulty equipment

Consultative processes may involve:

- other employees and supervisors
- suppliers, customers and clients
- drivers and agents
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF systems
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances

RANGE STATEMENT

Applicable regulations and legislation may include:

- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations for the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air Regulations
 - Australian and international explosives codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

A - Handling Cargo/Stock

TLIA2021A Despatch stock

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to despatch stock in accordance with workplace requirements including analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with codes/regulations and workplace requirements relevant to the despatch of goods.

Work is performed under some supervision generally within a team environment. It involves the application of regulatory requirements and workplace procedures to despatch operations in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse order to identify work requirements	1.1 Order request and consignment note documentation is interpreted 1.2 Required schedules for despatch are identified 1.3 Product(s) in order are identified 1.4 Workplace and product knowledge is used to plan sequence of work 1.5 Appropriate materials handling equipment is selected within required OH&S regulations and timeframe for the despatch
2 Follow workplace order picking processes to prepare goods for despatch	2.1 Goods for despatch are selected, checking against product knowledge, labels and other identification systems 2.2 Products are sorted, assembled and consolidated 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule 2.4 Order is checked against despatch schedule and order form
3 Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation attached 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and ADG Code (where applicable) 3.3 Final check of load labels and documentation is completed in accordance with requirements 3.4 Transportation requirements are described to driver where appropriate

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Regulations relevant to despatch operations, including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the organising of despatch operations
- Focus of operation of work systems, equipment, management and site operating systems for despatching goods
- Problems that may occur when despatching goods and appropriate action that can be taken to resolve the problems
- Documentation and record requirements for despatch operations
- Equipment used during despatch operations and the precautions and procedures that should be followed in its use
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when organising despatch operations
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the organising of despatch operations
- Complete documentation related to the organising of despatch operations
- Work collaboratively with others when organising despatch operations
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when organising despatch operations in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in goods and equipment in accordance with standard

Required skills:

operating procedures

- Select and use relevant equipment and communications technology when organising despatch operations
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be

EVIDENCE GUIDE

- conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- | | |
|--|---|
| Work may be conducted: | <ul style="list-style-type: none">• in a range of work environments• by day or night |
| Customers may be: | <ul style="list-style-type: none">• internal or external |
| Workplaces may comprise: | <ul style="list-style-type: none">• large, medium or small worksites |
| Work may be conducted in: | <ul style="list-style-type: none">• limited or restricted spaces• exposed conditions• controlled or open environments |
| Goods to be despatched may involve: | <ul style="list-style-type: none">• special handling, location, storage and/or packaging requirements, including temperature controlled goods, dangerous goods or hazardous substances |
| Problems that may occur when despatching an order include: | <ul style="list-style-type: none">• wrong stock is despatched• wrong carton for order• incorrect location• damaged stock• no stock at location• incorrect quantity• failing to meet a special order requirement• failing to meet customers delivery requirements |
| Special order requirements may include: | <ul style="list-style-type: none">• pricing• special packing• specific size of carton• special categories of stock |
| Hazards in the work area may | <ul style="list-style-type: none">• chemicals• dangerous or hazardous substances |

RANGE STATEMENT

include:

- movements of equipment, goods and materials
- oil or water on floor
- a fire or explosion
- damaged packaging or pallets
- debris on floor
- faulty racking
- poorly stacked pallets
- faulty equipment

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF communications
- barcode readers
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Consultative processes may involve:

- workplace personnel
- supervisors and managers
- customers/clients
- drivers and agents
- contractors
- official representatives

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- manufacturers specifications for equipment/tools
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- codes of practice including the National Standards for

RANGE STATEMENT

Applicable regulations and legislation may include:

- Manual Handling and the Industry Safety Code
- relevant legislation, regulations and related documentation including the ADG Code
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations pertaining to the organising of despatch operations
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA2022A Participate in stocktakes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to participate in stocktakes in accordance with workplace requirements including preparing for stocktakes, conducting stocktakes, counting stock, identifying stock discrepancies, and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the conduct of a stocktake.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when participating in stocktakes as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------------------|---|
| 1 Prepare for stocktake | 1.1 Goods to be counted and appropriate inventory systems are identified
1.2 Required resources including equipment and record keeping systems are identified
1.3 Allocated tasks, zones and work requirements are identified
1.4 Sequence work role is planned in a time effective manner |
| 2 Stocktake and count stock | 2.1 Stocktaking and cyclical counts are undertaken in accordance with enterprise policies and procedures
2.2 Inventory data is interpreted
2.3 Inventory data is confirmed to match stock
2.4 Stock levels are accurately counted and documented |
| 3 Identify stock discrepancies | 3.1 Discrepancies in type, number and quality of stock are accurately recorded and documented
3.2 Products stored in inappropriate storage locations are relocated and stock records adjusted |
| 4 Complete documentation | 4.1 Inventory data is reconciled to match warehouse stock in accordance with company procedures
4.2 Workplace documentation is completed |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

REQUIRED KNOWLEDGE AND SKILLS

- Australian codes and regulations relevant to the conduct of stocktakes
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the conduct of stocktakes
- Focus of operation of work systems, equipment, management and site operating systems for the conduct of stocktakes
- Workplace processes for records management and the production of stocktake reports
- Principles of operation and functions of stocktake systems
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when conducting stocktakes
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the conduct of stocktakes
- Complete documentation related to the conduct of stocktakes
- Work collaboratively with others when conducting stocktakes
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when conducting stocktakes in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant communication, computing and office equipment when conducting stocktakes
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Work may be conducted:
- in a range of work environments
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
- Goods may involve:
- special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
- Inventory systems may be:
- automated
 - manual
 - paper based
 - computerised
 - microfiche
- Categories or groups of products/stock may include:
- small parts
 - perishable goods
 - overseas export
 - dangerous goods
 - refrigerated products
 - temperature controlled stock
 - fragile goods
- The characteristics of products/stock may include:
- small parts
 - toxicity
 - flammability
 - form
 - weight
 - size
 - state
 - perishability
 - fragility
 - security risk
- Labelling systems may include:
- batch code
 - bar code
 - identification numbering systems

RANGE STATEMENT

Hazards in the work area may include:

- serial numbers
- symbols for safe handling
- ADG and HAZCHEM Codes
- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- oil or water on floor
- a fire or explosion
- damaged packaging or pallets
- debris on floor
- faulty racking
- poorly stacked pallets
- faulty equipment

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF systems
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Consultative processes may involve:

- other employees and supervisors
- suppliers, customers and clients
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the identification, handling and stacking of goods

RANGE STATEMENT

Applicable regulations and legislation may include:

- Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations for the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA3015A Complete receipt/despatch documentation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to complete receipt/despatch documentation in accordance with regulatory and workplace requirements including analysing orders to identify work requirements to fill order, following workplace order documentation processes, and finalising documentation in accordance with workplace procedures and any relevant regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the completion of receipt/despatch documentation.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the completion of receipt/despatch documentation as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1 Analyse order to identify work requirements to fill order | <p>1.1 Order request documentation is interpreted</p> <p>1.2 Product(s) in order are noted and workplace location(s) are identified</p> <p>1.3 Workplace and product knowledge is used to organise documentation</p> <p>1.4 Required schedules for order movement are identified and noted where required</p> <p>1.5 Special aspects of the order such as dangerous/hazardous goods or temperature controlled goods are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted</p> |
| 2 Follow workplace order documentation processes | <p>2.1 Workplace procedures for documentation of an order are identified</p> <p>2.2 Workplace documentation is completed in accordance with workplace procedures and any relevant regulatory requirements</p> |
| 3 Finalise documentation | <p>3.1 Order is checked against schedule and order form</p> <p>3.2 Workplace records are completed, and labels and appropriate documentation are attached in accordance with workplace procedures and any relevant regulatory requirements</p> <p>3.3 Special transportation requirements are identified and conveyed to appropriate personnel</p> <p>3.4 Where applicable, all required documentation requirements for dangerous goods and hazardous materials are completed in accordance with the relevant regulations and codes</p> |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the completion of receipt/despatch documentation, including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the completion of receipt/despatch documentation
- Focus of operation of work systems, equipment, management and site operating systems for the receiving and despatch of goods
- Problems that may occur when completing receipt and despatch documentation and appropriate action that can be taken to resolve the problems
- Specifications and standards for the checking and inspection of received and despatched goods
- Documentation requirements for the receipt and despatch of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when completing receipt and despatch documentation
- Read and interpret instructions, procedures and labels relevant to the completion of receipt and despatch documentation
- Complete receipt and despatch documentation
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Work collaboratively with others when completing receipt and despatch documentation
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when completing receipt and despatch documentation in accordance with regulatory requirements and workplace procedures
- Monitor work activities in terms of planned schedule
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant computer, communication and office equipment when completing receipt and despatch documentation

Required skills:

- Estimate the size, shape and special requirements of goods and loads

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or

EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

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.

- | | |
|--|---|
| Work may be conducted: | <ul style="list-style-type: none"> • in a range of work environments • by day or night |
| Customers may be: | <ul style="list-style-type: none"> • internal or external |
| Workplaces may comprise: | <ul style="list-style-type: none"> • large, medium or small worksites |
| Work may be conducted in: | <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments |
| Received/despatched goods may involve: | <ul style="list-style-type: none"> • special handling and storage requirements, including temperature controlled goods, dangerous goods, explosives and hazardous substances |
| Problems that may occur when receiving/despatching goods include: | <ul style="list-style-type: none"> • damaged stock • damaged pallets or packaging • wrong stock • error in paperwork • poorly stacked stock • incorrect quantity |
| Aspects of goods to be checked when receiving/despatching goods may include: | <ul style="list-style-type: none"> • correct type • number • condition • quality • packaging • labelling • dangerous goods declarations and marking (where applicable) |
| Hazards in the work area may include exposure to: | <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion |

RANGE STATEMENT

Consultative processes may involve:

- damaged packaging or pallets
- debris on floor
- poorly stacked pallets
- faulty equipment
- other employees and supervisors
- suppliers, customers and clients
- drivers and agents
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF systems
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions

RANGE STATEMENT

Applicable regulations and legislation may include:

- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations for the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air Regulations
 - Australian and international explosives codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA3023A Coordinate stocktakes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to coordinate stocktakes in accordance with workplace requirements including planning stocktakes, coordinating stocktake activities, identifying stock discrepancies, and adjusting documentation in accordance with workplace procedures and relevant regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements when coordinating stocktakes.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when coordinating stocktakes as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Plan stocktake

- 1.1 Goods to be counted and appropriate inventory systems are identified
- 1.2 Required resources including equipment, record keeping systems and personnel are identified
- 1.3 Members of the team are instructed and assisted
- 1.4 Team members are allocated to particular tasks and zones and given clear directions for work requirements
- 1.5 Sequence and operations of the stocktake are planned in a time effective manner

2 Coordinate stocktake

- 2.1 Stocktaking and cyclical counts are coordinated in accordance with workplace policies and procedures
- 2.2 Inventory data is interpreted
- 2.3 Inventory data is confirmed to match stock
- 2.4 Stock levels are accurately counted and documented

3 Identify stock discrepancies

- 3.1 Discrepancies in type, number and quality of stock are accurately recorded and documented
- 3.2 Possible reasons for discrepancies are identified
- 3.3 Products stored in inappropriate storage locations are relocated and stock records are adjusted in accordance with workplace procedures

4 Adjust documentation

- 4.1 Inventory data is reconciled to match warehouse stock in accordance with regulations, workplace practices, policies and procedures
- 4.2 Information is reconciled with audit requirements
- 4.3 Workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian codes and regulations relevant to the coordination of stocktakes
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the coordination of stocktakes
- Focus of operation of work systems, equipment, management and site operating systems for the conduct of stocktakes
- Workplace processes for records management and the production of stocktake reports
- Principles and functions of stocktakes
- Problems that may occur when coordinating a stocktake and appropriate action that can be taken
- Computer records and documentation requirements for the coordination of stocktakes
- Housekeeping standards procedures required in the workplace
- Site layout

Required skills:

- Communicate effectively with others when coordinating stocktakes
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the coordination of stocktakes
- Complete documentation related to the coordination of stocktakes
- Work collaboratively with others when coordinating stocktakes
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when coordinating stocktakes in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or

Required skills:

- damage to goods or equipment
- Operate and adapt to differences in stock and equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Select and use relevant communications, computing and office equipment when coordinating stocktakes

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation

EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Work may be conducted:

- in a range of work environments
- by day or night

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- restricted spaces
- exposed conditions
- controlled or open environments

Equipment used in stocktaking may include:

- calculators
- scanners
- hand-held computers

Inventory systems may be:

- automated
- manual
- paper-based
- computerised
- microfiche

Categories or groups of products/stock may include:

- small parts
- perishable goods
- overseas export
- dangerous goods
- refrigerated products
- temperature controlled stock
- fragile goods

RANGE STATEMENT

The characteristics of products/stock may include:

- small parts
- toxicity
- flammability
- form
- weight
- size
- state
- perishability
- fragility
- security risk

Labelling systems may include:

- batch code
- bar code
- identification numbering systems
- serial numbers
- symbols for safe handling
- ADG and HAZCHEM Codes

Hazards in the work area may include:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- oil or water on floor
- a fire or explosion
- damaged packaging or pallets
- debris on floor
- faulty racking
- poorly stacked pallets
- faulty equipment

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF systems
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear

RANGE STATEMENT

Consultative processes may involve:

- safety glasses
- two-way radios
- high visibility clothing
- other employees and supervisors
- suppliers, customers and clients
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the identification, handling and stacking of goods
- Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations for the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- relevant state/territory OH&S and environmental protection legislation

Applicable regulations and legislation may include:

RANGE STATEMENT

- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA5029A Plan and manage storage of dangerous goods and hazardous substances

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to plan and manage the storage of dangerous goods and hazardous substances in accordance with all relevant regulatory requirements and workplace procedures including the current ADG Code. This includes defining the objectives of the required handling and storage operations; specifying equipment and system performance requirements; evaluating and selecting bulk handling and storage resources; and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with all the relevant regulations, standards and codes of practice, including the current ADG Code.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures.

A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource coordination and allocation and provides leadership of others individually or in teams.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1 Define objectives of required handling and storage operation | <ul style="list-style-type: none"> 1.1 Requirements for bulk handling and storage activities are identified in accordance with workplace requirements 1.2 Current best practice and future trends for handling and storage equipment are assessed and compared to present operations 1.3 Consideration of workplace goals and present capabilities and constraints is undertaken in selecting bulk handling and storage resources |
| 2 Specify equipment and system performance requirements | <ul style="list-style-type: none"> 2.1 Bulk handling and storage equipment and system requirements are documented 2.2 Performance measures for equipment and system operations are developed and documented 2.3 Consultations are conducted with relevant employees and management to verify documented requirements |
| 3 Evaluate and select bulk handling and storage resources | <ul style="list-style-type: none"> 3.1 The range of bulk handling and storage equipment and facilities which meet specifications are researched for costs and benefits including potential adaptability for new business opportunities 3.2 A rating system is instigated to facilitate comparisons of cost/benefit and other qualitative properties of bulk handling |

ELEMENT	PERFORMANCE CRITERIA
	and storage equipment and systems 3.3 An analysis of current employee competency to required competency is undertaken and documented 3.4 Equipment is selected based on comparisons of performance specifications including cost, output, set-up requirements, maintenance and retraining
4 Complete documentation	4.1 Workplace documentation is completed as appropriate 4.2 Handling and storage requirements are documented and communicated to relevant personnel 4.3 Reports are compiled and forwarded to appropriate personnel

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant regulations, codes of practice and legislative requirements including local and international regulations relevant to handling and storage
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- Relevant OH&S and environmental protection procedures and regulations
- Workplace procedures for the planning and management of the storage of dangerous goods and hazardous substances
- Problems that may occur during the planning and management of the storage of dangerous goods and hazardous substances and action that can be taken to resolve or report the problems
- Hierarchy of risks and hazards related to the storage of dangerous goods and hazardous substances and ways of controlling the risks involved
- Focus of operation of work systems, resources, management and workplace operating systems
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Relevant permit and licence requirements
- Application of all relevant Australian and International Standards
- Operational procedures for safe transfer and storage of dangerous goods and hazardous materials
- Resource availability including the competencies of individuals in the team and group
- Understanding and knowledge of the application of current competencies within functional activity

REQUIRED KNOWLEDGE AND SKILLS

- Coaching and mentoring approaches to support team members to share knowledge and skills
- Relevant workplace documentation procedures

Required skills:

- Communicate effectively with others when planning and managing the storage of dangerous goods and hazardous substances
- Read and interpret instructions, procedures, technical data, drawings, instructions and manuals relevant to the planning and management of storage of dangerous goods and hazardous substances
- Complete documentation related to the planning and management of the storage of dangerous goods and hazardous substances
- Provide leadership to others when planning and managing the storage of dangerous goods and hazardous substances
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise during the planning and management of the storage of dangerous goods and hazardous substances in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when planning and managing the storage of dangerous goods and hazardous substances
- Prioritise work and coordinate self and others in relation to activities
- Recognise hazards and apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Modify activities depending on differing operational contingencies, risk situations and environments
- Select and apply appropriate technology, information systems and procedures when planning and managing the storage of dangerous goods and hazardous substances

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

- Critical aspects for assessment and evidence required to**
- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the

EVIDENCE GUIDE

demonstrate competency in this unit

requirements of the elements and performance criteria of this unit and include demonstration of:

- planning and assessing options for the safe and efficient storage of dangerous goods and hazardous substances to regulatory requirements as a minimum
- identifying container markings and HAZCHEM codes
- completing documentation as required for the storage of dangerous goods and hazardous goods
- identifying potential hazards and planning work to minimise risks when storing dangerous goods and hazardous goods
- determining (any) required permits/licensing
- estimating weight and volume of goods to be stored and any special requirements
- undertaking a hazard analysis

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- | | |
|--|---|
| Work may be undertaken in: | <ul style="list-style-type: none"> • various work environments in the bulk handling, dangerous goods and freight forwarding sections of the warehousing, storage, transport and distribution industries |
| Customers may be: | <ul style="list-style-type: none"> • internal or external |
| Operations may be conducted: | <ul style="list-style-type: none"> • by day or night |
| The workplace environment may involve: | <ul style="list-style-type: none"> • twenty-four hour operation • single and multi site location • large, medium and small workplaces |
| Work may involve: | <ul style="list-style-type: none"> • exposure to corrosive chemicals, solvents and adhesives, carcinogenic and other harmful substances • movement of equipment, goods, and vehicular traffic |
| Regulatory controls and workplace procedures: | <ul style="list-style-type: none"> • govern requirements for co-storage, volume, mass and required controls |
| Requirements for bulk handling and storage activities may include: | <ul style="list-style-type: none"> • types of bulk materials • quantities • handling requirements including any special equipment or operating procedures required • storage requirements • stock control methods • negating contaminant sources • controlling pest infestation |
| Requirements for work may include: | <ul style="list-style-type: none"> • site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident/accident breakdown procedures • additional gear and equipment • noise restrictions • hours of operations • authorities and permits |
| Hazards may include: | <ul style="list-style-type: none"> • hazardous or dangerous materials • contamination of, or from, materials being handled |

RANGE STATEMENT

- fire/explosions
 - noise, light, energy sources
 - stationary and moving machinery, parts or components
 - radioactive goods
 - dust/vapours
 - service lines
 - spills, leakages, ruptures
- Hazard management is consistent with:
- the principle of hierarchy or control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
 - Personal protective equipment may include: gloves, safety headwear and footwear, safety glasses, mask and respirator, protective clothing, breathing apparatus
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - mask and respirator
 - protective clothing
 - breathing apparatus
- Consultative processes may involve:
- other employees and supervisors
 - relevant authorities and institutions
 - suppliers, potential customers and existing clients
 - government instrumentalities
 - emergency services
 - management and union representatives
 - industrial relations and OH&S specialists
 - other maintenance, professional or technical staff
- Communication in the work area may include:
- phone
 - electronic data interchange (EDI)
 - fax
 - email
 - internet
 - RF communications
 - barcode readers
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures

RANGE STATEMENT

Information/documentation may include:

- Australian and international codes of practice and regulations relevant to bulk handling and storage
- Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including the current ADG Code
- workplace operating procedures and policies
- supplier and/or client instructions
- operations manuals, job specifications and procedures and induction documentation
- manufacturers specifications and/or suppliers handling and storage advice
- material safety data sheets
- Safe Working Limits (SWL) and Working Load Limits (WLL) of load shifting equipment and storage facilities
- Australian and International standards, criteria and certification requirements
- communications technology equipment, oral, aural or signed communications
- quality assurance standards and procedures
- emergency procedures
- relevant competency standards and training materials
- QA plans, data and document control
- conditions of service, legislation and industrial agreements including workplace agreements and awards

Applicable procedures and codes may include:

- relevant codes and regulations for bulk handling and storage
- Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
- all relevant Australian and international standards and certification requirements,
- relevant state/territory OH&S and environmental protection legislation in terms of duties of employers, employees, suppliers and contractors
- licence, patent or copyright arrangements
- relevant workplace relations legislation
- relevant workers compensation legislation
- equal opportunity legislation
- equal employment opportunity and affirmative action

RANGE STATEMENT

- legislation
- workplace relations regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIB3006A Carry out inspection of vehicles designed to carry special loads

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle designed to carry a special load, including action to implement manufacturers specifications for routine checks of the vehicle and its associated equipment, to clean the vehicle and its associated equipment, and to ensure that all specified safety requirements are met and that the vehicle and equipment are operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority and workplace procedures and policy concerning vehicle inspection.

Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to inspect a commercial vehicle designed to carry special loads across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

1 Check vehicle

PERFORMANCE CRITERIA

- 1.1 A visual check of the internal and external condition of the vehicle is carried out in accordance with workplace procedures
- 1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with road safety standards
- 1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
- 1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
- 1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
- 1.6 Where relevant, vehicle-monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy

2 Clean vehicle and ancillary equipment

- 2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
- 2.2 Special purpose ancillary equipment is cleaned in accordance with any relevant government regulations and workplace procedures

3 Complete documentation

- 3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation

ELEMENT**PERFORMANCE CRITERIA**

3.2 Records of inspection are updated and recommended repairs documented in accordance with workplace policies

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements for the routine inspection of vehicles designed to carry special loads
- Relevant OH&S and environmental procedures and regulations
- Procedures for the checking and routine inspection of a commercial vehicle designed to carry special loads in accordance with workplace and manufacturers requirements and established safety rules and regulations including visual inspection procedures, pre-operational checking procedures and warning systems checking procedures
- Problems that may occur during the routine inspection of a vehicle and its associated ancillary equipment, and appropriate actions and solutions
- Techniques for the recognition of faults and vehicle/ancillary system irregularities
- Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes, and relevant ancillary systems
- Relevant recording and documentation procedures

Required skills:

- Communicate effectively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Read and interpret instructions, procedures, information, technical data and drawings relevant to the routine inspection of a vehicle and its associated ancillary equipment
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the routine inspection of a vehicle and its associated ancillary equipment
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and

Required skills:

interactions with others

- Promptly report and/or rectify any identified problems, faults or malfunctions that may be identified when carrying out the routine inspection of a vehicle and its associated ancillary equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational

EVIDENCE GUIDE

situations in the workplace

- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Type of vehicle may include all vehicles designed to carry special loads, for example:

- concrete agitator
- livestock transporter
- armoured car
- tanker
- refrigerated vehicle
- waste vehicle
- fresh produce vehicle
- car carrier
- container carrier
- recovery vehicle

Inspection may be carried out in typical road transport situations, including:

- at day or night
- typical weather conditions
- in confined spaces, exposed conditions and controlled or open environment
- while in a workplace, depot, base or warehouse

RANGE STATEMENT

Ancillary equipment will be dependent on type of special load carried and may include:

- while in the vehicle on the road
- while at a client's worksite
- refrigeration systems
- concrete agitation systems
- car transporter systems
- livestock transporter systems
- waste loading/discharge systems
- recovery systems
- tanker pumping and related systems
- on-board cranes and hoists
- armoured car systems

Inspection may include:

- visual checks of vehicle
- routine checks of vehicle systems
- checks in accordance with a detailed inspection schedule

Routine checks may include:

- water levels
- oil levels
- air pressure in tyres
- brakes
- lights
- condition of tyres
- battery
- exhaust system
- suspension
- functions of associated ancillary equipment

Environmental hazards may include:

- leaking oil and fuel
- defective or inappropriately adjusted exhaust systems
- inappropriate disposal of vehicle fluids in drains or sewerage systems

Dependent of the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Information/records may include:

- workplace routine inspection procedures, checklists and instructions for both the vehicle and associated ancillary equipment
- relevant state/territory roads and traffic authority vehicle maintenance regulations
- inspection checklists and records
- manufacturers instructions, specifications and recommended procedures for both the vehicle and any

RANGE STATEMENT

- Applicable regulations and legislation may include:
- associated ancillary equipment
 - precautions and procedures to be adopted to protect the environment when inspecting and servicing vehicles designed to carry special loads
 - OH&S procedures to be followed when inspecting and servicing vehicles designed to carry special loads
 - relevant state/territory roads and traffic authority regulations and requirements pertaining to the inspection of vehicles designed to carry special loads
 - relevant state/territory OH&S legislation
 - relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

TLIB5010A Plan and implement maintenance schedules

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to plan and implement maintenance schedules in accordance with relevant regulatory requirements and workplace procedures. This includes establishing maintenance requirements, organising maintenance activities, organising resources, and completing all required procedures and documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian regulations, standards and codes of practice, including the ADG Code.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures.

A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Establish maintenance requirements

- 1.1 Equipment specifications, service requirements and workplace procedures are checked for recommended maintenance intervals and processes
- 1.2 Special requirements for maintenance of storage zones are identified
- 1.3 Comparisons with previous experience, future equipment use, work requirements and standard operating procedures are made to inform the planning process
- 1.4 Work plan and work schedule are developed
- 1.5 Contractors and/or maintenance providers (internal/external) are identified
- 1.6 Costings for process are identified based on work schedule (equipment/staff off-line), equipment manufacturers recommendations, charges for materials, equipment and consumables and external/internal labour charges
- 1.7 Required interruptions, processes and procedures are documented and recorded
- 1.8 Clearances for any required costs for maintenance are obtained

2 Organise maintenance activities

- 2.1 Work schedules and staff rosters are checked to identify times when the maintenance process may be scheduled including optimum timing for any shut down
- 2.2 Permission from supervisory personnel is obtained for timing of

ELEMENT	PERFORMANCE CRITERIA
	<p>maintenance to optimise the maintenance process and work</p> <p>2.3 Detailed work plans are developed to accord with work schedules, availability of expertise and the resource availability</p> <p>2.4 Employees with the required competencies are identified and where necessary appropriate training and assessment is facilitated</p> <p>2.5 Approvals for work schedule, employee work pattern and maintenance schedule adjustments are obtained and work plan is refined to ensure the maintenance program will maintain workplace outputs in terms of workplace policy</p>
3 Organise resources	<p>3.1 Required equipment, personnel and consumables are allocated in accordance with workplace procedures</p> <p>3.2 Consumables, equipment and expertise are located and coordinated to meet maintenance work schedule</p> <p>3.3 Externally sourced equipment, consumables and expertise are identified and appropriate arrangements made for procurement</p>
4 Complete maintenance procedures	<p>4.1 Completed work is checked against the maintenance schedule and the work plan</p> <p>4.2 Records of work are completed and forwarded to appropriate personnel noting areas where additional maintenance is required to maintain optimum work output and equipment life</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and international regulations, codes of practice and legislative requirements including local and international freight regulations
- Relevant OH&S and environmental procedures and regulations
- Procedures for identification and interpretation of maintenance requirements
- Procedures for identification and evaluation of information needed to plan and implement maintenance schedules
- Procedures for reviewing system options for maintenance operations including appropriate risk analysis
- Procedures for liaising with manufacturers and suppliers
- Procedures establishing and/or monitoring suitable maintenance systems

REQUIRED KNOWLEDGE AND SKILLS

- Focus of operation of maintenance systems, resources, management and workplace operating systems
- Characteristics and capabilities of equipment, materials and processes used
- Relative features and risks of various maintenance systems, their applications and processes, and issues involved in their use
- Quality and customer service standards, policies and procedures
- Application of relevant Australian and international standards and associated certification requirements
- Resource availability including the competencies of individuals in the team/group
- The application of current competencies within functional activity
- Coaching and mentoring approaches to support team members to share knowledge and skills
- Relevant workplace documentation procedures
- Contacts and sources of information/documentation needed when planning and implementing maintenance systems
- Procedures for operating electronic communications equipment

Required skills:

- Communicate effectively with others when planning and implementing maintenance schedules
- Read and interpret instructions, procedures, information and signs relevant to the planning and implementing of maintenance schedules
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the planning and implementing of maintenance schedules
- Work collaboratively with others in the planning and implementing of maintenance schedules
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Adapt to differences in equipment in accordance with standard operating procedures
- Ensure the servicing of equipment in terms of maintenance schedule and standard operating

Required skills:

procedures

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or

EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

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.

- | | |
|---|---|
| Work may be undertaken in: | <ul style="list-style-type: none"> • various work environments in the warehousing, storage, transport and distribution industries |
| Customers may be: | <ul style="list-style-type: none"> • internal or external |
| Operations may be conducted: | <ul style="list-style-type: none"> • by day or night |
| The workplace environment may involve: | <ul style="list-style-type: none"> • twenty-four hour operation • single- and multi-site location • large, medium and small workplaces |
| Work systems may include: | <ul style="list-style-type: none"> • preventative and remedial maintenance schedules, protocols and procedures • faulty equipment tagging and repair/replacement systems • equipment inventory and identification systems • communications equipment • workplace operations • authorities and permits • hours of operation • relevant regulations |
| Consultative processes may involve: | <ul style="list-style-type: none"> • employees, supervisors and managers • equipment manufacturers and suppliers • contractors • industrial relations and OH&S specialists • other professional or technical staff |
| Communications systems may involve: | <ul style="list-style-type: none"> • telephone • fax • email • electronic data transfer of information • mail |
| Depending on the type of organisation concerned and the local terminology used, workplace | <ul style="list-style-type: none"> • company procedures • enterprise procedures |

RANGE STATEMENT

procedures may include:

- organisational procedures
- established procedures
- Australian and international codes of practice and regulations relevant to equipment maintenance
- Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including the ADG Code
- workplace operating procedures, maintenance schedules and policies
- operations manuals, job specifications and procedures and induction documentation
- Safe Working Limits (SWL) and Working Load Limits (WLL) of transport options
- supplier and/or client instructions
- statistical information on equipment malfunctions, maintenance and repairs
- relevant Australian standards, criteria and certification requirements
- communications technology equipment and oral, aural or signed communications
- quality assurance and customer service standards and procedures
- emergency procedures
- relevant competency standards and training materials
- QA plans, data and document control
- conditions of service, legislation and industrial agreements including workplace agreements and awards
- regulations and codes of practice related to equipment maintenance
- Australian and international regulations and codes of practice for the handling, storage and transfer of dangerous goods and hazardous substances
- relevant Australian and international standards and certification requirements
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- licence, patent or copyright arrangements
- relevant workplace relations legislation
- relevant workers compensation legislation
- equal opportunity, equal employment opportunity and affirmative action legislation

Documentation/records may include:

Applicable regulations and legislation may include:

Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

TLIC3063A Operate vehicle carrying special loads

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a vehicle carrying a special load safely including compliance with road traffic authority and other relevant government regulations and company policies; and effective management of hazardous situations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence and permit requirements and regulations of the relevant state/territory roads and traffic authority as well as the specific regulatory and permit requirements pertaining to the special load being carried.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle carrying a special load across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Carry out pre-operational checks

- 1.1 The pre-operational checks for the special purpose vehicle and its associated ancillary equipment are carried out in accordance with manufacturers requirements, government regulations and workplace policies and procedures
- 1.2 All faults and defects identified during checks are repaired or reported in accordance with workplace procedures

2 Drive a vehicle carrying special loads

- 2.1 The vehicle is manoeuvred in accordance with the regulations/permit requirements for the class of vehicle involved and the load being carried
- 2.2 Vehicles carrying explosives or dangerous goods are driven along designated routes in accordance with the relevant codes, relevant government regulations and workplace policies
- 2.3 The load is transported and the vehicle manoeuvred in accordance with any required precautions relating to unusual/special characteristics of the load and/or relevant government regulations pertaining to the special load including the Australian Dangerous Goods Code and the Australian Explosives Code
- 2.4 Signs or indicators are fixed to the vehicle if required
- 2.5 Appropriate procedures are followed for the load concerned in the event of a driving emergency

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Where applicable, Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code
- Relevant OH&S and environmental procedures and regulations
- Vehicle controls, instruments and indicators and their use
- Workplace driving and operational instructions
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Map reading and road navigation techniques
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a vehicle designed to carry special loads
- Read and interpret instructions, procedures, information and signs relevant to the driving of a vehicle designed to carry special loads
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a vehicle designed to carry special loads
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a vehicle designed to carry special loads
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Required skills:

- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a vehicle designed to carry special loads in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when driving a vehicle designed to carry special loads
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a vehicle designed to carry special loads
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of vehicle and its equipment and load and take appropriate action if required
- Service vehicle and its equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources

- Performance is demonstrated consistently over a period

EVIDENCE GUIDE

for assessment

of time and in a suitable range of contexts

- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Type of vehicle includes:

- all vehicles designed to carry special loads, for example concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle

Driving may be carried out in typical road transport situations, including:

- operations conducted at day or night
- typical weather conditions
- on the open road
- on a private road
- while at a depot, base or warehouse

RANGE STATEMENT

- Vehicle handling procedures may include:
- while at a client's workplace or work site
 - starting a vehicle
 - steering and manoeuvring a vehicle
 - accelerating and braking
 - positioning and stopping a vehicle
 - reversing a vehicle
 - operating vehicle controls, instruments and indicators
 - using defensive driving techniques
 - managing engine performance
- Pre-operational checks may include:
- visual check of vehicle
 - checking and topping up of fluid levels
 - checks of tyre pressures
 - checks of operation of vehicle lights and indicators
 - checks of brakes
- Minor routine repairs may include:
- replacement of blown globes in vehicle lights
 - replacement of broken fan belt
 - replacement of blown fuse
 - replacement of door mirrors
 - repairs to rear tail-light lens
 - changing of tyres
 - repair of tyre punctures
 - replacement of broken coolant hose
- Designated routes are:
- those that are determined by permit/regulatory requirements for a specific class of load such as explosives or dangerous goods
- Driving hazards may include (examples only):
- wet and iced roads
 - oil on road
 - animals and objects on road
 - fire in vehicle
 - leaking fuel
 - faulty brakes
 - parked vehicles on the road
 - faulty steering mechanism on vehicle
 - pedestrians crossing the road
 - flooded sections of road
 - windy sections of road
 - foggy conditions
- Factors that can cause traffic delays and diversions may include (examples only):
- traffic accidents
 - flooded sections of road
 - road damage

RANGE STATEMENT

- bridge/tunnel damage
 - road works
 - building construction
 - emergency situations such as bushfires, building fires, etc
 - road closures for special events such as marches, parades, etc
 - holiday traffic
 - road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Documentation/records may include:
- state/territory driving licence requirements
 - state/territory road rules
 - workplace driving instructions and procedures for drivers of vehicles carrying the specific load concerned
 - vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle
 - procedures/designated routes prescribed by the relevant authority for vehicles carrying the specific loads concerned
- Applicable procedures and codes may include:
- relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to the class of vehicle
 - relevant regulations/permit requirements specific to the load being carried
 - Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code
 - relevant state/territory road rules
 - relevant state/territory OH&S legislation
 - relevant state/territory fatigue management regulations
 - relevant State/Territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

TLID1001A Shift materials safely using manual handling methods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the manual handling and movement of loads.

Work is performed under some supervision generally within a team environment.

Work involves the application of the basic principles for the safe manual handling techniques and movement of loads when shifting materials using manual handling methods as part of day-to-day work.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Assess risks associated with the relocation of the load

- 1.1 Products, goods or materials to be relocated are identified and assessed for the appropriate method of relocation
- 1.2 Locations for storage are determined and potential routes to be followed are identified
- 1.3 Effect of load relocation on original load base is predicted
- 1.4 Points of balance are estimated
- 1.5 Required clearances are compared to available space and adjustments are made
- 1.6 Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered
- 1.7 Potential risks in route(s) which may be followed are considered
- 1.8 Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods
- 1.9 Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified
- 1.10 Team lifting processes are considered for application
- 1.11 Appropriate personal protective equipment is worn
- 1.12 Size to weight ratio of items to be manually handled are identified

2 Plan load relocation

- 2.1 Relocation of the load is planned consistent with the code of practice for manual handling
- 2.2 Process for relocating load is proposed including predicting and planning for potential difficulties
- 2.3 Proposed process is checked against code of practice and workplace procedures for compliance

ELEMENT	PERFORMANCE CRITERIA
3 Relocate load	<p>3.1 Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and OH&S requirements</p> <p>3.2 Applications appropriate for team relocation of load are identified</p> <p>3.3 Team lifting tasks are coordinated</p> <p>3.4 Planned process and route are followed</p> <p>3.5 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability</p> <p>3.6 Relocation is checked to see that it meets work requirements, with any variance(s) reported</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S procedures and guidelines concerning the manual lifting and movement of loads
- Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: the load on the spine during lifting; controlled actions on a movement during lifting; rotation and side movement of the spine during lifting; postures and positions during lifting; work layout; the type, weight and position of the load; frequency of shifting operations; distance over which load is to be shifted; and time allowed for the shifting of the load
- Workplace procedures and policies for manual handling
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when manually lifting and handling materials and goods
- Read and interpret instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- Interpret and follow operational instructions and prioritise work
- Work collaboratively with others when manually lifting and handling materials and goods

Required skills:

- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when manually lifting and handling materials and goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may occur when manually lifting and handling materials and goods
- Apply precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in loads and materials in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - applying the underpinning knowledge and skills
 - interpreting manual handling risks
 - using correct manual handling practices
 - applying relevant legislation and workplace procedures

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts

EVIDENCE GUIDE

- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
- Practical assessment must occur:
 - through activities in an appropriately simulated environment, and/or
 - in an appropriate range of situations in the workplace

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.

The shifting operations may be conducted:

- in a range of work environments
- by day or night

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- restricted spaces
- exposed conditions
- controlled or open environments

Materials to be shifted may include:

- goods
- large luggage items
- baggage items

RANGE STATEMENT

- equipment and tools
 - cleaning materials
 - components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc.
 - materials used in the course of work such as drums of fuel, raw materials, packaging, etc.
- Loads to be shifted may be:
- irregularly shaped
 - packaged or unpackaged
 - labelled or unlabelled
- Hazards in the work area may include exposure to:
- chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
 - weight of items being handled
- Personnel in the work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
- Information/documents may include:
- goods identification numbers and codes
 - manifests, bar codes, goods and container identification
 - manufacturers specifications for equipment/tools
 - workplace procedures and policies
 - supplier and/or client instructions
 - material safety data sheets
 - codes of practice including the National Standards for

RANGE STATEMENT

Applicable regulations and legislation may include:

- Manual Handling and the Industry Safety Code
- relevant legislation, regulations and related documentation
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
 - emergency procedures
 - relevant state/territory OH&S legislation
 - relevant state/territory environmental protection legislation
 - workplace relations regulations
 - workers compensation regulations
 - licence, patent or copyright arrangements
 - dangerous goods and air freight regulations
 - export/import/quarantine/bond requirements
 - marine orders

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

TLID2010A Operate a forklift

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions, and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory OH&S authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant state/territory authority.

Operation of a forklift is performed under some supervision, generally within a team environment. It involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1 Check forklift condition | <p>1.1 Condition of forklift is checked for compliance with OH&S and workplace requirements for warning devices, manufacturers specifications and the nature of the load shifting task</p> <p>1.2 Attachments are checked to ensure appropriate adjustment and operation</p> <p>1.3 Mirrors and seats are adjusted for safe operation by the driver</p> <p>1.4 Log books are checked and appropriate workplace documentation is completed in accordance with workplace requirements</p> |
| 2 Drive the forklift | <p>2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturers instructions</p> <p>2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage</p> <p>2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques</p> <p>2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning</p> <p>2.5 The forklift is parked, shut down and secured in accordance with manufacturers specifications, regulations and workplace procedures</p> |
| 3 Operate a forklift to handle loads | <p>3.1 The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected</p> <p>3.2 The load is lifted, carried, lowered and set down in accordance with OH&S legislation, manufacturers specifications and company procedures</p> |

ELEMENT	PERFORMANCE CRITERIA
4 Monitor site conditions	4.1 When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made 4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs
5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use 5.2 Defective/irregular performance and malfunctions reported to relevant personnel 5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements pertaining to the operation of a forklift
- Relevant OH&S and environmental procedures and regulations
- Workplace operating procedures
- Forklift controls, instruments and indicators and their use
- Forklift handling procedures
- Procedures to be followed in the event of an operational emergency
- Engine power management and safe operating strategies
- Efficient driving techniques
- Operating hazards and related defensive driving and hazard control techniques
- Pre-operational checks carried out on forklift and related action
- Principles of stress management when driving a forklift
- Site layout and obstacles

Required skills:

- Communicate effectively with others when operating a forklift
- Read and interpret instructions, procedures, information and signs relevant to the operation of a forklift

Required skills:

- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the operation of a forklift
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when operating a forklift
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when operating a forklift
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of a forklift
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Identify points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- Monitor performance of forklift and its equipment and take appropriate action where required
- Ensure that a forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the

EVIDENCE GUIDE

demonstrate competency in this unit

requirements of the elements and performance criteria of this unit and include demonstration of applying:

- the underpinning knowledge and skills
- relevant legislation and workplace procedures
- other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Types of forklift may include:

- counterbalance trucks
- reach trucks
- pallet trucks

RANGE STATEMENT

- Operations may be carried out in typical forklift operational situations, including:
- operations conducted at day or night
 - typical weather conditions
 - on the open road
 - on a private road or worksite
 - while at a workplace
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
- Loads to be shifted may require:
- special precautions
- Loads to be shifted may be:
- irregularly shaped
 - packaged or unpackaged
 - labelled or unlabelled
 - palleted or unpalleted
 - chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
- Hazards in the work area may include exposure to:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Forklift handling procedures may include:
- starting a forklift
 - steering and manoeuvring a forklift
 - accelerating and braking
 - positioning and stopping a forklift
 - reversing a forklift
 - operating forklift controls, instruments and indicators
 - using defensive driving techniques
 - managing engine performance
- Pre-operational checks may include:
- visual check of forklift
 - checking and topping up of fluid levels
 - checks of tyres
 - checks of operation of forklift lights and indicators
 - checks of brakes
- Hazards may include (examples only):
- wet and iced operating surfaces
 - oil on operating surface

RANGE STATEMENT

- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- faulty brakes
 - workplace obstacles and other operational equipment and vehicles
 - damaged loads and pallets
 - other personnel in work area
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
- Information/documents may include:
- goods identification numbers and codes, including IMDG markings and HAZCHEM signs
 - manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification
 - Australian Standard 2359 - Industrial Truck Code
 - manufacturers specifications for forklift and associated equipment
 - operations and service record book or log
 - workplace procedures and policies for the operation of forklifts
 - supplier and/or client instructions
 - ADG Code and material safety data sheets
 - regulatory requirements concerning the use of forklifts
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
 - emergency procedures
- Applicable procedures and codes may include:
- relevant state/territory regulations pertaining to the operation of forklifts
 - relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code
 - relevant state/territory OH&S legislation
 - relevant state/territory fatigue management regulations
 - relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

TLID2012A Operate specialised load shifting equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate specialised load shifting equipment in accordance with workplace requirements and relevant regulatory requirements, including planning work for the current working conditions; using controls and equipment operating systems to manage movement of the unit and accessory operations; locating load and identifying load characteristics; moving materials and loads; monitoring and operating controls; and stopping, parking and securing equipment after operation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with codes, regulations, licence and/or permit and workplace requirements relevant to operation of the specialised load shifting equipment concerned.

Safety checks and equipment tests are performed under limited supervision.

Work involves the application of regulatory requirements and workplace procedures to the operation of specialised load shifting equipment in the stevedoring, transport, warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Plan work for the current working conditions

- 1.1 Traffic flow and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities
- 1.2 Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments are used to transport the load
- 1.3 Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel

2 Use controls and equipment operating systems to manage movement of the unit and accessory operations

- 2.1 Equipment is prepared and any appropriate attachment fitted
- 2.2 Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine
- 2.3 Engine is started in accordance with manufacturers guidelines to bring the engine to speed
- 2.4 Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturers specifications and enterprise safety requirements
- 2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations
- 2.6 Equipment operations are conducted within the manufacturer's specified torque range
- 2.7 Any faults or damage to equipment are immediately reported to the appropriate personnel

ELEMENT	PERFORMANCE CRITERIA
3 Locate load and identify load characteristics	3.1 Load is located and identified according to instructions 3.2 Loading and unloading plans are followed to ensure efficiency and safety of operations 3.3 Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed 3.4 Hazardous goods are identified and relevant procedures are taken into account when planning and conducting the work 3.5 Load weight and dimensions are within the capacity of the equipment
4 Move materials and loads	4.1 Equipment is manoeuvred and positioned using smooth and controlled movements 4.2 Manoeuvres are within the limits of the equipment and in line with manufacturers specifications 4.3 Materials are moved ensuring no injury to personnel or damage to equipment or goods
5 Monitor and operate controls	5.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions 5.2 Control systems are understood and acted upon in accordance with statutory authority regulations, manufacturers guidelines and site operating procedures 5.3 Control faults are identified and reported in accordance with manufacturers instructions and workplace guidelines
6 Stop, park and secure equipment	6.1 Equipment is brought to a controlled halt within manufacturers guidelines 6.2 Equipment is parked without injury to personnel or damage to equipment, loads or facilities in accordance with company procedures 6.3 Equipment is secured on a flat, even surface and not close to doorways, aisles, access-ways or blind corners and in accordance with securing procedures for the appropriate equipment

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

REQUIRED KNOWLEDGE AND SKILLS

- Regulations relevant to the operation of specialised load shifting equipment, including, where relevant, the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the operation of the specialised load shifting equipment
- Focus of operation of work systems, equipment, management and site operating systems for the operation of the specialised load shifting equipment
- The purpose, characteristics, capabilities, requirements and limitations of the specialised load shifting equipment
- Conveyed materials' potential for toxicity, reactivity, material grade, type and purpose including information from relevant material safety data sheets and ADG Code documentation (where applicable)
- Problems that may occur when operating specialised load shifting equipment and appropriate action that can be taken to resolve the problems
- Operational safety requirements and precautions for the specialised load shifting equipment concerned
- Documentation and record requirements
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles
- Relevant permit and licence requirements

Required skills:

- Communicate effectively with others when operating specialised load shifting equipment
- Read and interpret instructions, procedures, information and signs relevant to work activities
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the operation of specialised load shifting equipment
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when operating specialised load shifting equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when operating specialised load shifting equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when operating specialised load shifting equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of specialised load shifting equipment
- Plan own work including predicting consequences and identifying improvements
- Monitor work activities in terms of planned schedule

Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant gear and accessories when operating specialised load shifting equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of specialised load shifting equipment and take appropriate action where required
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace

EVIDENCE GUIDE

- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Method of assessment**
- Assessment of this unit must be undertaken by a registered training organisation
 - As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
 - Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Work may be conducted:
- in a range of work environments
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- limited or restricted spaces
 - holds on ships
 - exposed conditions
 - controlled or open environments
 - even or uneven surfaces
 - wet or dry surfaces
- Equipment may include:
- reach stackers
 - straddle trucks
 - excavators
 - front-end loaders (over 10 tonne)

RANGE STATEMENT

- Requirements for work may include:
- bulldozers (both in transport and shipping terminals and in the holds of ships)
 - straddle carriers
 - site restrictions and procedures
 - use of safety and personal protective equipment
 - communications equipment
 - specialised lifting and/or handling equipment
 - additional gear and equipment
 - noise restrictions
 - hours of operations
 - authorities and permits
- Hazards in the work area may include exposure to:
- chemicals and fumes
 - dangerous or hazardous substances
 - stationary and moving machinery, goods, materials and vehicular traffic
 - contamination of, or from, materials being handled
 - service lines
 - spills, leakages and ruptures
 - dust/vapours
 - faulty gear/equipment/tools
- Consultative processes may involve:
- workplace personnel including supervisors and managers
 - equipment manufacturers and suppliers
 - site visitors and contractors
 - union representatives, industrial relations and OH&S specialists
 - other professional or technical staff
- Communication in the work area may include:
- phone
 - fax
 - email
 - internet
 - electronic data interchange (EDI)
 - RF communications
 - bar code readers
 - oral, aural or signed communications
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - respirators and fume masks
 - protective clothing

RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

Information/documents may include:

Applicable regulations and legislation may include:

- high visibility clothing
- company procedures
- enterprise procedures
- organisational procedures
- established procedures
- workplace procedures and policies for the operation of the specialised load shifting equipment concerned
- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- manufacturers specifications for equipment/tools
- equipment identification labels, bar codes and serial numbers
- supplier and/or client instructions
- relevant OH&S requirements and policies
- relevant Australian standards and certification requirements
- material safety data sheets where applicable
- codes of practice including the National Standards for Manual Handling and the Industry Safety Code
- relevant legislation, regulations and related documentation including the ADG Code
- award, enterprise bargaining agreement and other industrial arrangements
- quality assurance procedures
- emergency procedures
- relevant codes, regulations and licence/permit requirements pertaining to the operation of the specialised load shifting equipment concerned including the ADG Code (where applicable)
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- relevant Australian standards and certification requirements
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

TLID2013A Move materials mechanically using automated equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, high level order pickers, conveyor systems, and mechanised pallet movers. This includes selecting appropriate mechanical moving equipment (where relevant), moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the movement of materials mechanically using automated equipment.

Work is performed under limited or minimum supervision. It involves the application of the basic principles and routine procedures for the safe movement of materials mechanically using automated equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Select load moving equipment

1.1 The mechanised handling equipment, the route to be taken and procedures to be used are selected appropriate to the characteristics of the goods

1.2 Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, OH&S requirements and workplace procedures

2 Move goods

2.1 Goods are moved using the selected materials handling equipment in accordance with occupational health and safety regulations, manufacturers instructions and company procedures

2.2 Problems in the movement of goods and materials using the automated equipment are identified and are reported in accordance with workplace procedures

3 Check goods and complete documentation

3.1 Moved goods are inspected for possible damage during transit/movement and appropriate action is taken

3.2 All required documentation is completed for the tracking of the moved goods in accordance with company requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Regulations relevant to the use of automated equipment to move materials mechanically
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of automated equipment to move materials mechanically
- Focus of operation of work systems, equipment, management and site operating systems for the use of automated equipment to move materials mechanically
- The purpose, characteristics, capabilities, requirements and limitations of the automated materials moving equipment
- Problems that may occur during the use of automated equipment to move materials mechanically and appropriate action that can be taken to resolve the problems
- Risks when using automated equipment to move materials and related precautions to control the risks
- Documentation and record requirements
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when using automated equipment to move materials mechanically
- Read and interpret instructions, procedures, information and signs relevant to the use of automated equipment to move materials mechanically
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the use of automated equipment to move materials mechanically
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when using automated equipment to move materials mechanically
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using automated equipment to move materials mechanically in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule

Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of automated equipment and take appropriate action where required
- Ensure servicing of automated equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids (where applicable) and carry out lubrication processes in the course of work activities

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment,

EVIDENCE GUIDE

- and
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Method of assessment**
- Assessment of this unit must be undertaken by a registered training organisation
 - As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
 - Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- The operations may be conducted:
- in a range of work environments
 - by day or night
 - in a range of typical weather conditions
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
- Mechanised equipment may include a range of goods and materials handling equipment such as:
- automatic guided vehicle
 - tow motors
 - high level order picker
 - conveyor system
 - mechanised pallet mover
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios

RANGE STATEMENT

- Hazards in the work area may include exposure to:
- high visibility clothing
 - chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
 - moving and rotating equipment and vehicles
- Personnel in the work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Information/documents may include:
- goods identification numbers and codes
 - manifests, bar codes, goods and container identification
 - manufacturers instructions concerning the use and servicing of automated mechanical equipment
 - workplace procedures and policies
 - supplier and/or client instructions
 - material safety data sheets
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - relevant legislation, regulations and related documentation
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
 - emergency procedures
- Applicable regulations and legislation may include:
- relevant state/territory OH&S legislation
 - relevant state/territory environmental protection legislation
 - workplace relations regulations
 - workers compensation regulations
 - ADG Code and regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

TLID2016A Load and unload explosives and dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to load and unload explosives and dangerous goods, including identifying explosives/dangerous goods; loading and unloading explosives/dangerous goods using appropriate equipment; securing and protecting the vehicle load; and checking the vehicle to ensure the load is secure and the vehicle is marked in accordance with regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian and state/territory regulations including the current Australian Dangerous Goods (ADG) Code, the current Australian Explosives Code, and mass and loading regulations.

Work is performed under limited or minimum supervision. It involves the application of the basic principles, routine procedures and specific regulatory requirements to the loading and unloading of explosives and dangerous goods in a range of operational situations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Prepare to load and unload vehicle

- 1.1 Explosives and/or dangerous goods are identified and their characteristics taken into account when determining appropriate handling, loading and storage procedures including confirmation that the relevant emergency procedures are being carried out
- 1.2 Compatibility of explosives and/or dangerous goods is taken into account when assembling and segregating cargo for loading
- 1.3 Vehicle and/or loading equipment is checked to ensure it is suitable to handle/carry load

2 Load/unload vehicle

- 2.1 Vehicle is loaded/unloaded in accordance with workplace procedures and the current ADG/Australian Explosives Code as applicable
- 2.2 The load is segregated according to class and subsidiary risk, and the distribution of the load is checked in accordance with workplace procedures, relevant mass and loading regulations and the current ADG/Australian Explosives Code as applicable
- 2.3 Personal protective equipment is used during the loading/unloading operations as required for the type of dangerous goods/explosive concerned
- 2.4 Emergency procedures are followed in the event of an incident or accident when loading or unloading explosives and/or dangerous goods

3 Secure and protect vehicle load

- 3.1 The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions concerned
- 3.2 The load is protected in accordance with legal and workplace

ELEMENT	PERFORMANCE CRITERIA
	safety requirements
	3.3 The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle
	3.4 Vehicle is clearly marked/placarded to indicate the carriage of explosives and/or dangerous goods, in accordance with government regulations and company procedures
4 Check the vehicle	4.1 The loaded vehicle is inspected and checked to ensure that it is suitable to carry explosives and/or dangerous goods and the load weight and dimensions are within the vehicle's safe carrying capacity and equipment capability
	4.2 The loaded vehicle is checked to ensure that it can be safely parked and secured
	4.3 Dangerous goods declaration and all required transportation documentation for the cargo is completed in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification, handling and marking of explosives and dangerous goods
- Relevant state/territory mass and loading regulations
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of explosives and dangerous goods
- Characteristics of various classes of explosives and dangerous goods relevant to handling and transport
- Compatibility of various types of explosives and dangerous goods
- Housekeeping standards procedures required in the workplace
- Manual handling techniques and manually-operated load shifting equipment required for the loading, unloading and handling of explosives and dangerous goods
- Methods of securing a load on a vehicle
- Methods of placarding or marking a vehicle carrying explosives/dangerous goods

Required skills:

- Communicate effectively with others when loading, unloading and handling explosives and dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods
- Identify and interpret containers and goods coding, markings and, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Estimate the size, shape and special requirements of loads
- Work collaboratively with others when loading, unloading and handling explosives and dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when loading, unloading and handling explosives and dangerous goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Use manual handling techniques and operate manually-operated load shifting equipment when loading, unloading and handling explosives and dangerous goods
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - identifying load characteristics, loading equipment and related practices
 - identifying load label in accordance with identified classification and subsidiary risk information
 - identifying markings/placards for vehicle in accordance with relevant regulatory requirements
 - segregating, distributing and securing load for safe transport in accordance with regulations and current ADG/AEG Code requirements
 - safely loading and unloading explosives and dangerous goods in accordance with workplace procedures and current ADG/AEG Code requirements

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or

EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

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.

- Operations may be conducted:
- in a range of work environments and weather conditions
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- limited and restricted spaces
 - exposed conditions
 - controlled or open environments
 - a workplace, warehouse or depot
 - in a vehicle on the road
 - at a client's workplace
 - special precautions for handling and stacking
- Goods/cargo to be loaded and unloaded may require:
- as defined in the respective Australian codes
- Classes of dangerous goods and explosives are:
- as defined in the respective Australian codes
- Standard placarding, marking and signage for identified explosives and dangerous goods are:
- as required in the respective Australian codes, including HAZCHEM Codes
- Personnel in the work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio

RANGE STATEMENT

- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- oral, aural or signed communications
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Loading operations may be carried out:
- manually
 - with the aid of lifting equipment and/or appliances
- Load restraint procedures and equipment are:
- as specified in mass and loading regulations and guidelines and current ADG Code/Australian Explosives Code as applicable
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
- Information/documents may include:
- goods identification numbers and codes, including current ADG Code and IMDG markings and HAZCHEM signs
 - relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Industry Safety Code, and National Standards for Manual Handling
 - manifests, bar codes, goods and container identification/serial number
 - material safety data sheets
 - manufacturers specifications for equipment/tools
 - workplace procedures and policies for the loading and unloading of vehicles
 - supplier and/or client instructions
 - National Load Restraint Guide
 - Australian Truck Drivers Manual
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
 - emergency procedures
- Applicable regulations and legislation may include:
- Australian and state/territory mass and loading regulations
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes

RANGE STATEMENT

- Australian Marine Orders and the International Maritime Dangerous Goods Code
- IATA Dangerous Goods by Air regulations
- Australian and International Explosives Codes
- Code of Practice for the Safe Transport of Radioactive Substances
- state/territory legislation covering the safe handling of infectious substances
- relevant state/territory environmental protection legislation
- workplace relations regulations
- equal opportunity legislation
- equal employment opportunity and affirmative action legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

D - Load Handling

TLID3015A Identify and label explosives and dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to identify and label explosives and dangerous goods, including assessing explosives/dangerous goods; handling explosives/dangerous goods in accordance with regulatory requirements; labelling explosives/dangerous goods in accordance with regulatory requirements; and complying with all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulatory requirements of the relevant Australian state/territory authorities concerned with the carriage of explosives and dangerous goods including the current Australian Dangerous Goods and Australian Explosives Codes.

Work is performed under limited or minimum supervision. It involves the application of standard procedures and regulatory requirements for the identification and labelling of explosives and dangerous goods.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Assess explosives/dangerous goods

- 1.1 Load is checked for explosives/dangerous goods in accordance with the relevant codes and government regulations
- 1.2 Types of explosives/dangerous goods are identified from labels, DG declarations and placarding in accordance with workplace procedures, and all required action is taken to ensure compliance with relevant government regulations and ADG/Australian Explosives Codes as applicable
- 1.3 Hazards posed by load are identified from labels and material safety data sheets (MSDS)

2 Handle explosives/dangerous goods

- 2.1 Identified explosives/dangerous goods are handled and loaded/unloaded in accordance with regulatory requirements, codes, National Load Restraint Guide, and employer policy
- 2.2 Appropriate personal protective equipment is used when handling explosives/dangerous goods in accordance with class, subsidiary risk and MSDS information
- 2.3 Handling of different types of load takes into account the identified hazards posed by the explosives/dangerous goods concerned
- 2.4 When loading/storing explosives/dangerous goods, segregation procedures are followed according to the class and subsidiary risk information

3 Label explosives/dangerous goods

- 3.1 All packages/containers are labelled with the class and subsidiary risk in accordance with current ADG/Australian Explosives Codes as applicable
- 3.2 A dangerous goods declaration is included with manifest and other shipping documents

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|--|
| 4 Complete documentation | 3.3 Vehicles carrying explosives and/or dangerous goods are placarded in accordance with current ADG/Australian Explosives Codes as applicable |
| | 4.1 All required transport documents are completed in accordance with current ADG/Australian Explosives Codes as applicable |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification and labelling of explosives and dangerous goods including the current ADG and Australian Explosives Codes
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk
- Workplace procedures and policies for the identification and labelling of explosives and dangerous goods
- Characteristics of explosives and dangerous goods relevant to handling and transport
- Compatibility of various types of explosives and dangerous goods
- Site layout and obstacles
- Housekeeping standards procedures required in the workplace

Required skills:

- Communicate effectively with others when loading, unloading and handling explosives and dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods
- Interpret material safety data sheets, containers and goods coding, markings and other information describing explosives and dangerous goods including, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the loading, unloading and handling of explosives and dangerous goods

Required skills:

- Correctly mark/label explosives and dangerous goods
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when loading, unloading and handling explosives and dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when loading, unloading and handling explosives and dangerous goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when loading, unloading and handling explosives and dangerous goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - identifying explosives and dangerous goods from labels in accordance with regulatory requirements and practices

EVIDENCE GUIDE

- handling explosives and dangerous goods according to regulatory requirements, codes, National Load Restraint Guide and employer policy as appropriate
 - locating, interpreting and applying relevant codes and regulations
 - identifying the hazards from labels of explosives and dangerous goods
 - identifying the personal protective equipment required when handling explosives and dangerous goods
 - maintaining workplace records for the explosives and dangerous goods
- Context of and specific resources for assessment**
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
 - Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
 - In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Method of assessment**
- Assessment of this unit must be undertaken by a registered training organisation
 - As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
 - Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Operations may be conducted:
- in a range of work environments and weather conditions
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
 - a workplace, warehouse or depot
 - in a vehicle on the road
 - at a client's workplace
- Goods/cargo to be identified and classified may:
- require special precautions for handling and storage
- Classes of dangerous goods and explosives are:
- as defined in the respective Australian codes
- Standard marking and signage for identified explosives and dangerous goods is:
- as required in the respective Australian codes
- Personnel in the work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protective equipment
- gloves

RANGE STATEMENT

may include:

- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers, codes, markings and signs
- codes of practice including the Australian/International Dangerous Goods Codes and the Australian/International Explosives Codes
- manifests, bar codes, goods and container identification
- manufacturers specifications for equipment/tools
- workplace procedures and policies for the loading and unloading of vehicles
- supplier and/or client instructions
- material safety data sheets
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
- relevant state/territory environmental protection legislation
- equal opportunity legislation
- workplace relations regulations
- equal employment and affirmative action legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

D - Load Handling

TLID3027A Prepare for transport of dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to prepare for the transport of dangerous goods, including checking the dangerous goods load; assessing vehicle suitability to transport the intended load; checking emergency procedures and equipment; evaluating documented route plan; and completing required assessment process. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant state/territory regulations concerning the transport of dangerous goods, including the current ADG Code.

Work is performed under general supervision. It involves the application of basic principles, routine procedures and regulatory requirements to the preparation of dangerous goods for transport.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1 Check dangerous goods load | <p>1.1 Load is compared against transport documentation and discrepancies are noted</p> <p>1.2 Load is checked to ensure that dangerous goods labels are clearly visible and legible, and that packaged goods are correctly labelled</p> <p>1.3 Load is checked to ensure containers are not damaged</p> <p>1.4 Vehicle load is checked for compatibility or, where not compatible, is checked for appropriate segregation in accordance with regulatory requirements</p> <p>1.5 Load is assessed to ensure that it is stowed and secured in or on vehicles in accordance with the current ADG Code and the National Load Restraint Guide</p> <p>1.6 Shipping documentation and other relevant documents are located in the cabin in accordance with regulatory requirements</p> |
| 2 Assess vehicle suitability to transport intended load | <p>2.1 Vehicle is assessed for suitability and appropriateness to carry designated dangerous goods including classification, mass and configuration</p> <p>2.2 Licence and insurance requirements (where relevant) are checked for conformity with the current Australian Code for the Transport of Dangerous Goods by Road and Rail and/or other applicable regulatory requirements</p> <p>2.3 Load restraint system(s) is/are checked for serviceability and appropriateness to secure intended load</p> <p>2.4 Vehicle is checked to ensure that it is correctly and clearly marked/placarded for the load being carried</p> |
| 3 Check emergency procedures and equipment | <p>3.1 Emergency information for each type of transported dangerous good is noted</p> <p>3.2 Regulatory and workplace procedures for an incident are noted including notification of relevant personnel and authorities and, where appropriate, use of equipment for containment, clean up</p> |

ELEMENT	PERFORMANCE CRITERIA
	or recovery
	3.3 Personal protective equipment and safety equipment are checked for operational capability and appropriateness to the proposed load
	3.4 Emergency information is located in the cabin in accordance with current ADG Code requirements
4 Evaluate documented route plan	4.1 Selected route plan and potential difficulties including regulatory restrictions, traffic flow and conditions, obstacles, road standards and construction activities are assessed
	4.2 Regulatory and workplace procedures for driving, parking, loading and unloading are identified including actions for disengaging and/or securing the vehicle
5 Complete documentation	5.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the current ADG Code
	5.2 All required documentation for the dangerous goods is completed in accordance with regulatory and workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Current Australian Dangerous Goods Code and relevant state/territory mass and loading regulations as they apply to vehicles transporting dangerous goods
- OH&S procedures and guidelines concerning the transport of dangerous goods
- Risks when transporting dangerous goods and related precautions to control the risk
- Workplace procedures and policies for the preparation of dangerous goods
- Problems that may occur when preparing for the transport of dangerous goods and action that should be taken to prevent or solve them
- Housekeeping standards procedures required in the workplace
- Methods of securing a vehicle following loading of dangerous goods
- Relevant permit and licence requirements

Required skills:

- Communicate effectively with others when preparing for the transport dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the preparation of dangerous goods for transport
- Identify goods coding, markings and, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the preparation of dangerous goods for transport
- Operate electronic communication equipment to required protocol
- Estimate the mass, volume and special requirements of a load
- Work collaboratively with others when preparing for the transport of dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when preparing for the transport of dangerous goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when preparing for the transport of dangerous goods
- Recognise the hazards and apply precautions and required action to minimise, control or eliminate hazards that may exist during the preparation of dangerous goods for transport
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Identify and correctly use equipment required to load dangerous goods
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment

EVIDENCE GUIDE

guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - assessing operational suitability of equipment and vehicles pertinent to dangerous goods transportation
 - estimating weight and dimensions of load and any special requirements
 - applying hierarchy of hazard control
 - maintaining workplace records and documentation including completion of dangerous goods declaration
 - determining (any) required permits
 - identifying hazards and planning work to minimise risks when transporting dangerous goods
 - selecting appropriate equipment and work systems to enable safe, efficient work

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Operations may be conducted:
- in a range of work environments and weather conditions
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
 - all applicable transportation modes
- Vehicle refers to:
- hazardous or dangerous materials
 - contamination of, or from, materials being handled
 - noise, light, energy sources
 - stationary and moving machinery, parts or components
 - service lines
 - spills, leakages, ruptures
 - dust/vapours
- Hazard management is:
- consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - mask or respirator
 - breathing apparatus
 - high visibility clothing
- Load restraint systems are:
- as detailed in the National Load Restraint Guide
- Preparation of packaged dangerous goods for transport may:
- require special precautions as specified by the manufacturer
- Transport documentation may
- Initial Emergency Response Guide

RANGE STATEMENT

include:

- Emergency Procedure Guide
- Material Safety Data Sheet (MSDS)
- descriptions for dangerous goods (i.e. proper shipping name, class and division number, packing group, subsidiary risk(s) if any)
- UN or ID number

Requirements for work may include:

- site restrictions and procedures
- use of safety and personal protective equipment
- communications equipment
- specialised lifting and/or handling equipment
- incident breakdown procedures
- additional gear and equipment
- noise restrictions
- hours of operation
- authorities and permits

Consultative processes may involve:

- other employees and supervisors
- suppliers, potential customers and existing clients
- management and union representatives
- industrial relations, OH&S specialists, and other maintenance, professional or technical staff

Communication in the work area may include:

- phone
- electronic data interchange
- fax
- email
- internet
- radio
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures
- site procedures

Safety equipment on vehicle may include:

- fire extinguishers
- portable warning devices
- eye wash kit

Information/documents may include:

- current Australian Dangerous Goods Code, relevant Australian Standards and International Standards
- Safe Working Load (SWL) and Working Load Limit (WLL)
- manifests, bar codes, goods and product identification

RANGE STATEMENT

- Applicable regulations and legislation may include:
- manufacturers specifications for equipment/tools
 - workplace procedures and policies for the transfer of product
 - goods identification numbers, codes and signs
 - supplier and/or client instructions
 - award, enterprise bargaining agreement, other industrial arrangements
 - relevant standards and certification requirements
 - quality assurance procedures
 - emergency procedures
 - manufacturers specifications, instructions and labelling advice for the packaged dangerous goods, including material safety data sheets
 - state/territory mass and loading regulations
 - current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - International Air Transport Association (IATA) Dangerous Goods by Air regulations
 - Australian and state/territory regulations related to the carriage of dangerous goods
 - workplace relations regulations
 - equal opportunity legislation
 - equal employment opportunity and affirmative action legislation
 - relevant Australian and International Standards
 - relevant state/territory environmental protection legislation
 - relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

D - Load Handling

TLID3043A Shift loads using gantry equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using gantry equipment in accordance with workplace and regulatory requirements, including planning the work for the prevailing working conditions; using the controls and operating systems to manage the operation of the equipment; locating the load and identifying the load characteristics; safely moving the load; monitoring the controls; and stopping, shutting down and securing the equipment after the completion of operations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the shifting of loads using gantry equipment.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements when shifting loads using gantry equipment as part of work activities in the stevedoring, transport, distribution and allied industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Plan work for the prevailing working conditions

- 1.1 Traffic flow, weather and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities
- 1.2 Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments/gear are used to move the load
- 1.3 Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel

2 Use controls and operating systems to manage the operation of the equipment

- 2.1 Equipment is prepared and appropriate attachments fitted (where applicable)
- 2.2 Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine
- 2.3 Engine is started in accordance with manufacturers guidelines to bring the engine to speed
- 2.4 Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturers specifications and workplace and regulatory safety requirements
- 2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations
- 2.6 Equipment operations are conducted within manufacturers specified torque range
- 2.7 Any faults or damage to equipment are immediately reported to the appropriate personnel

3 Locate load and identify

- 3.1 Load is located and identified according to instructions

ELEMENT	PERFORMANCE CRITERIA
load characteristics	<p>3.2 Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of the gantry equipment are identified</p> <p>3.3 Load weight and dimensions are checked to ensure they fall within the capacity of the equipment</p> <p>3.4 Loading and unloading plans are followed to ensure efficiency and safety of operations</p> <p>3.5 Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed</p> <p>3.6 Hazardous cargo is identified and relevant procedures are taken into account when planning and conducting the work</p>
4 Safely move load	<p>4.1 Equipment is operated and positioned using smooth and controlled movements</p> <p>4.2 Manoeuvres are within the limits of the equipment and in line with manufacturers specifications</p> <p>4.3 Load is moved ensuring no injury to personnel or damage to equipment or cargo</p> <p>4.4 Continuous communication is maintained with personnel assisting the operator in the load movement operations using appropriate communications technology and procedures</p> <p>4.5 In the event of a safety incident or emergency, the equipment is immediately stopped and workplace emergency procedures followed</p> <p>4.6 Safety incidents and emergencies are reported in accordance with workplace procedures and regulatory requirements</p>
5 Monitor and operate controls	<p>5.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions</p> <p>5.2 Control systems are understood and acted upon in accordance with regulatory requirements, manufacturers guidelines and workplace operating procedures</p> <p>5.3 Control faults are identified and reported in accordance with enterprise guidelines</p> <p>5.4 Hazards in the work area are identified and appropriate measures are adopted to control the risks in accordance with regulatory requirements and workplace procedures</p>
6 Stop, shut down and secure equipment	<p>6.1 Equipment is brought to a controlled halt and shut down without injury to personnel or damage to equipment, loads or facilities in accordance with manufacturers guidelines and workplace procedures</p> <p>6.2 Equipment is secured in accordance with manufacturers instructions and workplace procedures</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes, regulations, licence/permit requirements relevant to the use of gantry equipment to shift loads
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of gantry equipment to shift loads
- Focus of operation of work systems, equipment, management and site operating systems for the use of gantry equipment to shift loads
- Problems that may occur when using gantry equipment to shift loads and appropriate action that can be taken to resolve the problems
- Relevant safety codes and emergency procedures
- Types of gantry equipment used to shift loads in terminals/wharves, their applications and procedures and precautions for their use
- Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of gantry equipment
- The marking and numbering systems for cargo
- Relevant bond, quarantine or other legislative requirements

Required skills:

- Communicate effectively with others when shifting loads using gantry equipment
- Read and interpret instructions, procedures, information and labels relevant to the shifting of loads using gantry equipment
- Identify cargo, container and goods, coding, ADG and IMDG markings and where applicable emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the shifting of loads using gantry equipment
- Receive, acknowledge and send messages with appropriate communications equipment
- Estimate the size, shape and special requirements of loads
- Work collaboratively with others when shifting loads using gantry equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when shifting loads using gantry equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated situations that may arise when shifting loads

Required skills:

using gantry equipment

- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the shifting of loads using gantry equipment
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use relevant equipment, processes and procedures when using gantry equipment to shift loads
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Apply effective eye-hand coordination to operational tasks
- Monitor performance of equipment
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or

EVIDENCE GUIDE

- other simulated practical and knowledge assessment, and/or
- access to an appropriate range of relevant operational situations in the workplace
 - In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Method of assessment**
- Assessment of this unit must be undertaken by a registered training organisation
 - As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
 - Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Work may be conducted:
- in a range of work environments
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- limited or restricted spaces
 - exposed conditions
 - controlled or open environments
 - even or uneven surfaces
 - wet or dry surfaces
- Cargo/freight may include:
- goods/containers with specialist requirements, including

RANGE STATEMENT

- Range of equipment may include:
- temperature controlled goods and dangerous goods
 - various types of bridge and gantry cranes
- Hazards in the work area may include exposure to:
- chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods, materials and vehicular traffic
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - protective clothing
 - high visibility clothing
- Communication in the work area may include:
- phone
 - fax
 - email
 - electronic data transfer (EDI)
 - RF systems
 - radio
 - oral, aural or signed communications
- Personnel in work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Consultative processes may involve:
- staff members
 - management
 - union representatives
 - industrial relations, OH&S specialists
 - other professional or technical staff
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Information/documents may include:
- goods identification numbers and codes
 - manifests, bar codes, and container identification/serial number
 - Australian and international codes of practice and regulations relevant to the shifting of loads using gantry equipment
 - Australian and international regulations and codes of

RANGE STATEMENT

- practice for the handling and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
 - manufacturers specifications for equipment
 - workplace procedures and policies
 - supplier and/or client instructions
 - dangerous goods declarations and material safety data sheets
 - award, enterprise bargaining agreement, other industrial arrangements
 - relevant Australian standards and certification requirements
 - quality assurance procedures
 - emergency procedures
 - relevant codes and regulations for the shifting of cargo/containers using gantry equipment
 - Australian and international regulations and codes of practice for the handling of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
 - relevant Australian Standards including AS 1418 and AS 2550
 - licence, patent or copyright arrangements
 - water and road use and licence arrangements
 - export/import/quarantine/bond requirements
 - marine orders
 - relevant state/territory OH&S and environmental protection legislation
 - workplace relations regulations
 - workers compensation regulations

Applicable regulations and legislation may include:

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

D - Load Handling

TLIE3002A Estimate/calculate mass, area and quantify dimensions

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to estimate and calculate mass and area and quantify dimensions of loads as part of work functions in the transport, stevedoring, warehousing, and/or storage sectors. This includes estimating loads to be transported or placed in storage, identifying mass, area and volume limitations of available transport/storage systems and carrying out calculations required to organise load(s) to match identified transport/storage limitations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with workplace requirements and any relevant regulations related to the estimation and/or calculation of mass and area and the quantification of dimensions as part of workplace tasks.

Work is performed under some supervision generally within a team environment. It involves the application of basic mathematical principles and operations to the estimation and/or calculation of mass and area and the quantification of dimensions as part of workplace activities in the transport, stevedoring, warehousing, distributi

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1 Estimate loads for transport or storage | 1.1 Order forms/work orders are read and requirements are noted
1.2 Shape, balance characteristics, dimensions and mass of the load(s) are identified
1.3 Area/volume required for storage is estimated
1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system |
| 2 Estimate load limits of transport and/or storage | 2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures
2.2 Capacity of transport and storage systems in terms of mass, area and volume are calculated |
| 3 Organise load | 3.1 Load(s) is restricted to allowable range(s)
3.2 Load(s) is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems
3.3 Appropriate workplace documentation is completed |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to workplace activities
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the estimation and/or calculation of mass, area and volumes of loads and transport and storage facilities including the quantification of dimensions
- Basic mathematical operations required when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities including addition, subtraction, multiplication and division
- Focus of operation of work systems, equipment, management and site operating systems for the transport and/or storage of goods and stock
- Problems that may occur when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities and appropriate action that can be taken to resolve the problems
- Documentation requirements for the workplace activities concerned

Required skills:

- Communicate effectively with others when estimating and/or calculating mass, area and volumes of loads and transport and storage facilities
- Read and interpret instructions, procedures, information and labels relevant to the estimation and/or calculation of mass, area and volumes of loads and transport and storage facilities
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when estimating and/or calculating mass, area and volumes of loads and transport and storage facilities in accordance with workplace procedures
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use relevant calculators, computing and office equipment when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities

Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:

EVIDENCE GUIDE

- through activities in an appropriately simulated environment at the registered training organisation, and/or
- in an appropriate range of situations in the workplace

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.

- | | |
|--|---|
| Work may be conducted: | <ul style="list-style-type: none"> • in a range of work environments • by day or night |
| Customers may be: | <ul style="list-style-type: none"> • internal or external |
| Workplaces may comprise: | <ul style="list-style-type: none"> • large, medium or small worksites |
| Work may be conducted in: | <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments |
| Estimating/calculation tasks may include: | <ul style="list-style-type: none"> • estimating loads to be transported or placed in storage • identifying mass, area and volume limitations of available transport/storage systems • carrying out calculations required to organise load(s) to match identified transport/storage limitations • calculations and estimations of weights and dimensions of cargo and containers to be shifted, stored or lifted |
| Calculations may include mathematical operations of addition, subtraction, multiplication and division and may be carried out: | <ul style="list-style-type: none"> • manually • with the aid of a calculator • with the aid of a computer • using appropriate tables and/or charts |
| Consultative processes may involve: | <ul style="list-style-type: none"> • other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff |
| Communication in the work area | <ul style="list-style-type: none"> • phone |

RANGE STATEMENT

may include:

- electronic data interchange (EDI)
- fax
- email
- internet
- radio
- RF systems
- oral, aural or signed communications

Hazards in the work area may include exposure to:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Information/documents may include:

- workplace procedures and policies
- operations manuals, job specifications and induction documentation
- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes, goods and container identification/serial number
- Australian and international codes of practice and regulations relevant to workplace activities including mass and loading regulations
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- manufacturers specifications for equipment
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- relevant codes and regulations relevant to workplace activities
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods

RANGE STATEMENT

- and hazardous substances
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

E - Communication and Calculation

TLIF1002A Conduct housekeeping activities

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to conduct housekeeping activities in the workplace, including identifying required housekeeping requirements, procedures and resources for different areas of the workplace, monitoring and maintaining cleanliness and tidiness in the workplace, and completing assigned housekeeping tasks. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with workplace housekeeping procedures.

Work is performed under some supervision generally within a team environment. It involves the application of the basic safety principles to the completion of housekeeping tasks as part of workplace operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1 Identify the housekeeping requirements, procedures, and resources of different areas of the workplace | <ul style="list-style-type: none"> 1.1 Workplace procedures for housekeeping are identified 1.2 Equipment and consumables are selected in accordance with work area requirements 1.3 Specific requirements for housekeeping activities in different parts of the employees' work area are identified and followed 1.4 Requirements for the minor disassembly/reassembly of storage zones are identified (where applicable) |
| 2 Monitor and maintain cleanliness and tidiness in the workplace | <ul style="list-style-type: none"> 2.1 Initiative is used to continuously monitor the cleanliness and tidiness of the worksites used by the employees 2.2 Housekeeping issues are raised with designated personnel in accordance with workplace procedures 2.3 Housekeeping equipment and supplies are maintained and stored |
| 3 Complete assigned housekeeping duties | <ul style="list-style-type: none"> 3.1 Assigned housekeeping duties are conducted following workplace procedures and ensuring that waste is removed 3.2 Maintenance requirements of any damaged items are notified to appropriate personnel 3.3 Minor disassembly/reassembly of storage zones is conducted within enterprise policies and procedures 3.4 Schedules and records for housekeeping duties are maintained 3.5 Work areas are checked and meet required workplace standards 3.6 Work is carried out following enterprise practices and safe work procedures |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S procedures and guidelines concerning housekeeping operations
- Workplace procedures and policies for the carrying out housekeeping tasks in the workplace
- Risks when carrying out housekeeping tasks and related precautions to control the risk
- Housekeeping standards required in the workplace
- Site layout and obstacles
- Application of relevant industrial regulations and requirements
- Servicing procedures for housekeeping equipment

Required skills:

- Communicate effectively with others when carrying out housekeeping tasks
- Read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to housekeeping in the workplace
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out housekeeping tasks
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any problems, faults or malfunctions identified when carrying out housekeeping tasks in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during housekeeping activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Monitor condition and performance of housekeeping tools and equipment
- Service housekeeping tools and equipment in terms of servicing schedule and standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S

Required skills:

standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or

EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

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.

- | | |
|---|--|
| The housekeeping tasks may be conducted: | <ul style="list-style-type: none"> • in a range of work environments • by day or night |
| Customers may be: | <ul style="list-style-type: none"> • internal or external |
| Workplaces may comprise: | <ul style="list-style-type: none"> • large, medium or small worksites |
| Work may be conducted in: | <ul style="list-style-type: none"> • tight or restricted spaces • exposed conditions • controlled or open environments |
| Housekeeping duties may include: | <ul style="list-style-type: none"> • cleaning • returning goods or equipment to storage • repacking • waste removal • maintenance |
| Hazards in the work area may include exposure to: | <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials |
| Personnel in the work area may include: | <ul style="list-style-type: none"> • workplace personnel • site visitors • contractors • official representatives |
| Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: | <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures |
| Depending on workplace context, personal protective equipment may include: | <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing |

RANGE STATEMENT

Information/documents may include:

- OH&S and environmental protection regulations
- workplace housekeeping procedures and policies
- codes of practice including the National Standards for Manual Handling and the Industry Safety Code
- material safety data sheets
- policies and procedures for entry and work in confined spaces
- manufacturers instructions concerning the use and servicing of equipment
- supplier and/or client instructions
- emergency procedures
- regulations and policies concerning noise, smoking, work station ergonomics and other critical OH&S issues
- goods identification numbers and codes
- manifests, bar codes, goods and container identification
- relevant legislation, regulations and related documentation
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- workplace relations regulations
- dangerous goods and air freight regulations

Applicable regulations and legislation may include:

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

F - Safety Management

TLIF1002B Conduct housekeeping activities

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to conduct housekeeping activities in the workplace, including identifying required housekeeping requirements, procedures and resources for different areas of the workplace; monitoring and maintaining cleanliness and tidiness in the workplace; and completing assigned housekeeping tasks.

Licensing, legislative, regulatory and certification requirements are applicable to this unit.

Application of the Unit

Work must be carried out in accordance with workplace housekeeping procedures.

Work is performed under some supervision generally in a team environment. It involves the application of basic safety principles to the completion of housekeeping tasks as part of workplace operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1 Identify the housekeeping requirements, procedures and resources of different areas of the workplace

- 1.1 Workplace procedures for housekeeping are identified
- 1.2 Equipment and consumables are selected in accordance with work area requirements
- 1.3 Specific requirements for housekeeping activities in different parts of the work area are identified and followed

2 Monitor and maintain cleanliness and tidiness in the workplace

- 2.1 Initiative is used to continuously monitor the cleanliness and tidiness of the worksites
- 2.2 Housekeeping issues are raised with designated personnel in accordance with workplace procedures
- 2.3 Housekeeping equipment is operated in accordance with manufacturer instructions and company policy
- 2.4 Housekeeping equipment and supplies are maintained and stored

3 Complete assigned housekeeping duties

- 3.1 Assigned housekeeping duties are conducted following workplace procedures and ensuring that waste is removed
- 3.2 Maintenance requirements of any damaged items are notified to appropriate personnel
- 3.3 Schedules and records for housekeeping duties are maintained
- 3.4 Work areas are checked and meet required workplace standards
- 3.5 Work is carried out following enterprise practices and safe work procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Workplace procedures and policies for carrying out housekeeping tasks in the workplace
- Risks when carrying out housekeeping tasks and related precautions to control them
- Housekeeping standards required in the workplace
- Purpose of housekeeping within the workplace
- Site layout and obstacles
- Servicing procedures for housekeeping equipment
- Relevant enterprise practices and safe work procedures for the job role

Required skills:

- Communicate effectively with others when carrying out housekeeping tasks
- Interpret and follow operational instructions and prioritise work
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out housekeeping tasks
- Report and rectify within limits of own role problems, faults and malfunctions identified when carrying out housekeeping tasks in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during housekeeping activities
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Monitor condition and performance of housekeeping tools and equipment
- Service housekeeping tools and equipment in terms of servicing schedule and standard operating procedures
- Select and use required personal protective equipment (PPE), conforming to industry and OH&S standards
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-

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - identifying workplace housekeeping requirements
 - undertaking housekeeping in the workplace

Context of and specific resources for assessment

- Access is required to:
 - relevant and appropriate materials and equipment to meet the performance criteria
 - applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Practical assessment must occur:
 - in three different activities of the job role in the workplace
 - if in a simulated work environment, using industry-standard equipment

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.

Housekeeping tasks may be conducted:

- in a range of work environments
- by day or night

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- tight or restricted spaces
- exposed conditions
- controlled or open environments

Housekeeping duties may include:

- cleaning
- returning goods or equipment to storage
- repacking
- waste removal
- maintenance

- Hazards in the work area may include exposure to:**
- chemicals
 - dangerous or hazardous substances
 - movement of equipment, goods and materials
- Personnel in the work area may include:**
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:**
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Depending on workplace context, PPE may include:**
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
 - eye wash
- Information and documents may include:**
- OH&S and environmental protection regulations
 - workplace housekeeping procedures and policies
 - codes of practice, including the National Standard for Manual Handling and the industry safety code
 - material safety data sheets
 - policies and procedures for entry and work in confined spaces
 - manufacturer instructions concerning the use and servicing of equipment
 - supplier and customer instructions
 - emergency procedures
 - regulations and policies concerning noise, smoking, work station ergonomics and other critical OH&S issues
 - goods identification numbers and codes
 - manifests, bar codes, goods and container identification
 - relevant legislation, regulations and related documentation
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
- Applicable regulations and legislation may include:**
- relevant state and territory:
 - OH&S legislation
 - environmental protection legislation
 - workplace relations regulations

- dangerous goods and air freight regulations
-

Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

TLIF2012A Apply safe procedures when handling/transporting dangerous goods or explosives

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to apply safe handling strategies when handling dangerous goods or explosives, including driving the vehicle concerned in a safe manner and consulting with relevant authorities/persons in accordance with regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian and state/territory regulations and codes, including the current Australian Dangerous Goods Code, the Australian Explosives Code, and the Code of Practice for the Safe Transport of Radioactive Substances.

Work is performed under limited or minimum supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to safe handling/transport of dangerous goods/explosives/hazardous substances in a range of operational situations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Operate equipment and/or vehicle in a safe manner

- 1.1 Safety equipment is checked for serviceability and required quantities and types
- 1.2 Equipment/vehicle is operated safely in accordance with the relevant industry regulations, licence/permit requirements/or standards and as directed by police and/ or competent authority
- 1.3 Safety guidelines and codes are correctly applied
- 1.4 Dangerous goods/explosives/hazardous substances are handled/conveyed in accordance with the relevant government regulations and codes
- 1.5 Relevant emergency procedures are assessed relative to the dangerous goods/explosives/hazardous substances concerned
- 1.6 Emergency procedures are instigated in accordance with the relevant codes and government regulations to ensure precautions are taken consistent with directions set out in the emergency procedures
- 1.7 Procedures are implemented to minimise damage to equipment, facilities and the environment and minimise injury to personnel

2 Consult with relevant authorities/persons

- 2.1 Dangerous goods occurrences are reported to the competent authority, fire brigade and/or police using appropriate workplace procedures, in specified timeframes in accordance with relevant regulatory requirements
- 2.2 Assistance is provided to the competent authority as requested
- 2.3 Other persons within affected emergency area are warned about the hazard in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification, handling and marking of dangerous goods, explosives or hazardous substances including the current Australian Dangerous Goods Code
- OH&S procedures and guidelines concerning the lifting and movement of loads
- The company's incident reporting system, and the responsibility of the employer to report incidents to the relevant State or Government authority
- Risks and hazards when handling and conveying dangerous goods, explosives or hazardous substances, and related precautions to control the risk
- Workplace procedures and policies for the handling and transport of dangerous goods, explosives or hazardous substances
- Characteristics of various dangerous goods, explosives or hazardous substances and their implications for handling and transport
- Compatibility of various types of dangerous goods, explosives or hazardous substances
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when handling or transporting dangerous goods or explosives
- Read and interpret instructions, procedures, information and signs relevant to the handling or transporting of dangerous goods or explosives
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the handling or transporting of dangerous goods or explosives
- Operate electronic communication equipment to required protocol
- Work collaboratively with others handling or transporting dangerous goods or explosives
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when handling or transporting dangerous or hazardous goods or explosives in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated situations that may arise during the handling or

Required skills:

transporting of dangerous goods or explosives

- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the handling or transporting of dangerous goods or explosives
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in handling and transportation equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - identifying characteristics and hazards of the dangerous goods/explosives/hazardous substances being handled
 - interpreting relevant signs, labels and codes
 - locating, interpreting and applying relevant information
 - safely handling/transporting dangerous goods/explosives/hazardous substances in accordance with workplace procedures and regulatory requirements
 - identifying, selecting and using appropriate handling/transport equipment, vehicles, personal protection equipment and related procedures

Context of and specific resources

- Performance is demonstrated consistently over a period

EVIDENCE GUIDE

for assessment

of time and in a suitable range of contexts

- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

Operations may be conducted:

- in a range of work environments and weather conditions
- by day or night

Customers may be:

- internal or external

Workplaces may comprise:

- internal or external

Work may be conducted in:

- restricted spaces
- exposed conditions
- controlled or open environments

RANGE STATEMENT

- a workplace, warehouse or depot
 - a vehicle on the road
 - client's workplace
 - convoy of a group of vehicles
 - special precautions for handling, stacking and transport
- Goods/cargo being handled/conveyed may require:
- as defined in the respective Australian Codes
- Classes of dangerous goods/explosives/hazardous substances are:
- in the respective Australian Codes
- Standard marking and signage for identified explosives and dangerous goods is as required:
- Personnel in the work area may include:
- workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Handling operations may be carried out:
- both manually and with the aid of lifting equipment and/or appliances
- Load restraint procedures and equipment are:
- as specified in mass and loading regulations and guidelines
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
 - protective clothing

RANGE STATEMENT

Information/documents may include:

- goods/materials identification numbers, codes and signs
- manifests, bar codes, goods and container identification
- manufacturers specifications for equipment/tools
- workplace procedures and policies for the handling of dangerous goods, explosives and radioactive and other hazardous substances, and incident reporting
- supplier and/or client instructions
- material safety data sheets
- relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Code of Practice for the Safe Transport of Radioactive Substances, the Industry Safety Code, and National Standards for Manual Handling
- National Load Restraint Guide
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- Australian and state/territory regulations pertaining to the handling of dangerous goods/explosives/hazardous substances
- Australian and international regulations and codes of practice for the handling and transport of explosives, dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
 - Code of Practice for the Safe Transport of Radioactive Substances
 - state/territory legislation covering the safe handling of infectious substances
- relevant state/territory environmental protection legislation
- equal opportunity
- workplace relations regulations
- equal employment opportunity and affirmative action legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

TLIF4007A Implement and coordinate accident-emergency procedures

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to implement and coordinate accident-emergency procedures, including responding to the incident, conducting on-site activities, and completing follow-up actions. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace procedures concerning action to be taken in the event of an emergency, fire or accident.

Work is performed under some supervision generally within a team environment. It involves the application of the basic emergency response principles to the implementation of accident-emergency procedures including the provision of assistance ranging from simple injuries to the application of life support systems.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1 Respond to the incident | <p>1.1 Details of incidents, accidents and emergencies are received, analysed and confirmed</p> <p>1.2 Immediate coordination requirements are identified and actioned in accordance with organisation procedures</p> <p>1.3 Travel to the incident site is by the shortest, fastest, legal means and routes</p> |
| 2 Coordinate on-site activities | <p>2.1 Control of site activities is assumed on arrival and the operator and other authorities present are informed of this action</p> <p>2.2 Assistance is provided to clients and operators within the limitations of duty of care and organisation requirements</p> <p>2.3 Details of personnel, including names and nature of injuries, are notified to relevant personnel, following enterprise procedures</p> <p>2.4 Assistance is provided to relevant authorities within legal and policy limitations</p> |
| 3 Complete follow-up actions | <p>3.1 Details of affected personnel, including names, nature of injuries and follow-up treatments are notified to next-of-kin in accordance with organisation procedures</p> <p>3.2 Incidents resulting in a near miss, accident or emergency are investigated and a report, including recommendations, is completed in accordance with enterprise policies and procedures</p> <p>3.3 Accident procedures and emergency plans are reviewed for effectiveness and recommendations for changes are prepared and submitted to appropriate persons</p> |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S and other regulatory codes, procedures and guidelines concerning response to accidents and emergencies
- Risks and hazards in the workplace and related precautions to control the risk
- Workplace procedures and policies for responding to accident/emergency situations
- Types of accidents and emergencies that can occur in a workplace and the appropriate action to be taken in each case
- Types of emergency equipment in the workplace and instructions for its use
- Site layout and obstacles
- Means to control and organise the accident scene, provide practical assistance and cooperate with others at the scene
- Focus of operation of work systems, equipment, management and site operating systems

Required skills:

- Communicate effectively with others when implementing and coordinating accident and emergency procedures
- Read and interpret instructions, procedures, information and signs relevant to the implementation and coordination of accident and emergency procedures
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the implementation and coordination of accident and emergency procedures
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when implementing and coordinating accident and emergency procedures
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when implementing and coordinating accident and emergency procedures in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events that may occur when implementing and coordinating accident and emergency procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Required skills:

- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use emergency equipment, processes and procedures
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and

EVIDENCE GUIDE

- Method of assessment**
- operation manuals
 - Assessment of this unit must be undertaken by a registered training organisation
 - As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
 - Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

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.

- Work may be conducted:
- in a range of work environments and weather conditions
 - by day or night
- Customers may be:
- internal or external
- Workplaces may comprise:
- large, medium or small worksites
- Work may be conducted in:
- restricted spaces
 - exposed conditions
 - controlled or open environments
- Action to be taken in the event of an accident-emergency may include:
- identifying and following established emergency procedures
 - assessing the nature and extent of the emergency
 - rendering assistance and first aid
 - isolating and coordinating safety of the scene
 - alerting relevant organisational personnel and emergency services
 - recording relevant information and reporting on accident/emergency situation in accordance with regulatory and workplace requirements
- Emergency equipment may include:
- first aid kit
 - fire extinguishers
 - fire hose

RANGE STATEMENT

- Hazards in the work area may include:
- fire blanket
 - resuscitation equipment
 - exposure to chemicals
 - exposure to dangerous or hazardous substances
 - movements of equipment, goods and materials
 - accidents involving chemicals, toxic substances and other harmful substances
 - accidents involving equipment and vehicles
 - explosion and/or fire
 - personal accidents including lifting injuries
 - waste management and disposal
 - violent incidents such as armed robberies
- Consultative processes may include:
- workplace personnel and management
 - designated workplace emergency officers
 - emergency services personnel including ambulance, police, fire services, etc.
 - union representatives
 - industrial relations and OH&S specialists
 - other professional or technical staff
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
- phone
 - electronic data interchange
 - fax
 - email
 - internet
 - radio
 - oral, aural or signed communications
- Personal protective equipment may include:
- gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing
 - breathing apparatus
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
- company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Information/documents may
- workplace emergency/fire/accident procedures

RANGE STATEMENT

include:

- workplace procedures for the use of emergency equipment and personal protection equipment
- first aid instructions and procedures
- manufacturers instructions concerning the use and servicing of equipment
- manifests, bar codes, goods and container identification goods identification numbers and codes
- material safety data sheets
- codes of practice including the Dangerous Goods Code
- IMDG code markings, HAZCHEM codes and where applicable emergency information panels
- relevant legislation, regulations and related documentation related to emergency response situations
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- supplier and/or client advice on the hazards involved with goods or cargo
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- emergency procedures regulations
- dangerous goods and hazardous goods regulations
- relevant Australian standards and certification including Australian Standard AS 2865 - Safe Working in a Confined Space Code
- workplace relations regulations
- workers compensation regulations

Applicable regulations and legislation may include:

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

F - Safety Management

TLIO1002A Follow security procedures when working with passengers and personnel

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to follow security procedures in the transport and logistics industry. It includes checking and maintaining the security of any passengers, workplace personnel and visitors; identifying and responding to any security threats or situations; and completing all required security records. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Persons achieving competence in this unit will need to fulfil the applicable security regulations and the relevant sections of a transport organisation's workplace security program and procedures.

Work is performed under some supervision generally within a team environment. It involves the application of an organisation's workplace security program and procedures and regulatory requirements to ensure that appropriate security procedures are followed when carrying out work activities in the transport and logistics industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Maintain security of passengers, workplace personnel and visitors

- 1.1 Where applicable, security checks of passengers, workplace personnel and visitors are carried out in accordance with workplace security program and procedures and within limits of role and responsibilities
- 1.2 Precautions and measures aimed at protecting the security of passengers, workplace personnel and visitors are followed in accordance with workplace security procedures and applicable security regulations
- 1.3 Signs of suspicious behaviour of passengers or other personnel are recognised and reported promptly to designated personnel in accordance with workplace security procedures
- 1.4 Any breaches of security requirements for passengers, workplace personnel and visitors are reported promptly to designated personnel in accordance with workplace procedures

2 Identify a security threat or situation

- 2.1 Signs of security threats are recognised and investigated where applicable in accordance with workplace security procedures
- 2.2 Security threat or situation is promptly identified, assessed and reported in accordance with workplace security procedures
- 2.3 Implications of the security threat or situation are evaluated in accordance with workplace security procedures
- 2.4 Relevant personnel are alerted to the security threat or situation as required within workplace security
- 2.5 Communications are maintained with relevant personnel to determine appropriate course of action

3 Respond to a security threat or situation

- 3.1 Response to an identified security threat or situation is in accordance with workplace security procedures, received

ELEMENT	PERFORMANCE CRITERIA
	instructions, regulatory requirements and emergency response plan where relevant
	3.2 Security threats or incidents are handled appropriately in accordance with established response plan and within limits of responsibility and duty of care
	3.3 Responsibilities are fulfilled in accordance with workplace security procedures and regulatory requirements
	3.4 Assistance is provided in controlling the site both prior to and following arrival of security and/or emergency services
	3.5 In the case of a security threat or emergency, assistance is provided to other staff and emergency services personnel conducting an initial survey of the scene
	3.6 Directions of the controlling security/emergency authority are followed and all possible assistance is provided in response to those directions
4 Maintain security records	4.1 Records of security checks and precautions are kept as applicable in accordance with workplace security procedures
	4.2 Reports of security incidents or threats are completed as applicable in accordance with workplace security procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Applicable transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines
- Relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies
- Relevant quarantine regulations and requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Common security threats and incidents that may occur in transport, logistics and allied industries, and related roles and responsibilities of personnel when reporting them and responding to them
- Applicable measures for the securing of transport terminals, storage facilities, vehicles, trains, aircraft and/or vessels
- Signs of pillaging and theft

REQUIRED KNOWLEDGE AND SKILLS

- Signs of suspicious behaviour of passengers and other personnel
- Precautions and procedures aimed at protecting the security of passengers, workplace personnel and visitors
- Focus of operation of work systems, equipment, management and site operating systems when carrying out operations in the transport and logistics industries
- Common security problems that may occur when carrying out operations in the transport and logistics industries, and action that can be taken to address and resolve the problems
- Relevant documentation and reporting requirements
- Layout of worksite, vehicle, vessel, train or aircraft and operating procedures
- Procedures for operating any electronic communications equipment with required protocol

Required skills:

- Communicate effectively with others when following security procedures
- Read and interpret instructions, procedures, applicable regulatory requirements, labels, markings, ID cards and other information relevant to workplace security in the transport and logistics industries
- Complete required documentation and reports related to security procedures
- Work collaboratively with others when following security procedures
- Identify and solve and/or report problems that arise when following security procedures
- Modify activities depending on differing workplace contexts, risk situations and environments
- Adapt to differences in equipment, facilities, cargo and passengers
- Apply procedures for security checks and precautions as per limits of role and responsibilities
- Recognise signs of pillage and theft
- Recognise signs of security threats and situations
- Promptly report and/or rectify any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures
- Follow security threat/incident response plan and procedures
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant communications and other equipment required when following security procedures
- Select and use required personal protective clothing and equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - applying the underpinning knowledge and skills
 - identifying signs of a possible security threat
 - responding to a possible security threat
 - applying relevant legislation and workplace procedures

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
- Practical assessment must occur:
 - through activities in an appropriately simulated environment, and/or
 - in an appropriate range of situations in the workplace

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.

- Transport and logistics enterprises may involve:
- warehousing and distribution
 - road transport
 - rail transport
 - aviation
 - maritime
 - freight forwarding and customs broking
 - multimodal transport and logistics
- Work may be conducted:
- in a range of work environments by day or night
 - in large, medium or small transport terminals and storage facilities
 - at international airports, domestic airports, regional airports and remote airfields
 - on vehicles, trains, aircraft and vessels
- Security procedures may be aimed at preventing or identifying:
- persons trespassing on security zones and restricted areas
 - unauthorised airside access at security controlled airports and airfields
 - carriage or storage of prohibited goods
 - the carriage of improvised explosive devices
 - smuggling of goods
 - acts or threats of terrorism
 - hijacking of a vehicle, train, aircraft or vessel
 - extortion
 - assault
 - fraud
 - vandalism and graffiti
- Security measures may include:
- security guards at access points and gates to secured areas
 - locked doors, gates and fences
 - use of personal electronic access cards
 - recording of carrier and vehicle registration details at gates and checkpoints
 - bag check points
 - escorts for visitors in restricted areas
 - access control into and out of restricted security areas
 - use of ID cards
 - video surveillance equipment
 - X-ray screening of passengers, workplace personnel and visitors

RANGE STATEMENT

- explosives trace detection (ETD) screening of passengers, workplace personnel and visitors
 - screening of passengers, workplace personnel and visitors using hand-held and walk through magnetometers
- Communication in the work area may include:
- phone
 - radio
 - fax
 - email
 - electronic data transfer (EDI)
 - internet
 - oral, aural or signed communications
- Personal protection equipment may include:
- gloves
 - safety headwear and footwear
 - eye and ear protection
 - safety glasses
 - two-way radios
 - high visibility clothing
- Depending on the organisation concerned workplace procedures may be called:
- standard operating procedures
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Information and documents may include:
- Australian transport security legislation and regulations
 - Australian and international codes of practice and regulations relevant to the secure transport of passengers
 - workplace security procedures and related policies and procedures
 - workplace standard operating procedures and policies
 - signs and instructions pertaining to security matters
 - operations manuals, job specifications and induction documentation
 - manufacturers specifications for equipment
 - supplier and/or client instructions
- Applicable legislation, regulations and codes may include:
- Australian transport security legislation and regulations
 - Australian and international codes of practice and regulations relevant to the secure transport of passengers
 - export/import/quarantine regulations
 - relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field O - Security

TLIX4028A Apply knowledge of logistics

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of logistics. The application of this knowledge is required by people who are not currently specialists in the field but need the knowledge to inform their decision making. The application of logistics knowledge is specific to a variety of component processes in logistical activities including the logistics support to operations, logistics support to capability and the application of logistics systems. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for emerging logistics specialists who need an understanding of the functions and activities of the wider organisation but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Access and interpret relevant logistics information

- 1.1 Relevant logistics requirements are identified and obtained
- 1.2 Logistics information obtained is analysed to determine the relevance and application to the organisation
- 1.3 Outcomes of the analysis are documented and recommendations relevant to logistics are determined

2 Use knowledge of logistics

- 2.1 Logistics requirements and recommendations relevant to work are applied in accordance with organisational policy and procedures
- 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures
- 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Logistics information or information systems

REQUIRED KNOWLEDGE AND SKILLS

- Logistics knowledge relevant to the work performed
- Logistics relevant to logistics support to capability and logistics support to operations
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to logistics

Required skills:

- Undertake, analyse and interpret logistics information to determine where internal and external factors impact on the logistics requirements, and adjust planning accordingly
- Consult and negotiate with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of key logistics information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - adhere to relevant logistics requirements
 - apply knowledge of logistics to assist in work and to guide problem solving
 - demonstrate understanding of personal role in relation to wider organisational or project context
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
 - computer and relevant software

EVIDENCE GUIDE

Method of assessment

- legislation, guidelines, procedures and protocols relating to logistics
 - plans
 - workplace documentation
- Assessment of this unit must be undertaken by a registered training organisation
 - Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
 - Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
 - Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation
 - portfolios
 - projects
 - questioning
 - reviews or reports prepared by the candidate
 - scenarios
 - simulation or role plays

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.

Logistics may include:

- logistics support to capability
- logistics support to operations and logistics systems

Organisation may include:

- enterprises that work in logistics

RANGE STATEMENT

Organisational policy and procedures may include:

- other government departments or instrumentalities that require logistics support
- Australian Standards
- international standards
- organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX4029A Apply knowledge of integrated logistics support

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of integrated logistics support. Integrated logistics support is a disciplined and iterative approach to materiel management, which addresses supportability throughout the life cycle of a materiel system with the aim of ensuring that operational and preparedness requirements are met, at a minimised life cycle cost, within regulatory, legislative and contractual constraints. The application of this knowledge is required by people who are not integrated logistics support specialists but who need the knowledge to inform their decision making. The application of integrated logistics support knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion, and judgement and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Access and interpret relevant integrated logistics support information

- 1.1 Relevant integrated logistics support requirements are identified and obtained
- 1.2 Integrated logistics information obtained is analysed to determine the relevance and application to the organisation
- 1.3 Outcomes of the analysis are documented and recommendations relevant to integrated logistics support are determined

2 Use knowledge of integrated logistics support

- 2.1 Integrated logistics support requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures
- 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures
- 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Integrated logistics support
- Materiel life cycle
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Integrated logistic support knowledge relevant to the work performed
- Integrated logistic support relevant to materiel and materiel systems

Required skills:

- Undertake, analyse and interpret integrated logistics support information to determine where internal and external factors impact on the integrated logistics requirements, and adjust planning accordingly
- Consult and negotiate with stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of key integrated logistics support information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - adhere to relevant integrated logistics support requirements
 - apply knowledge of integrated logistics support to assist in work and to guide problem solving

EVIDENCE GUIDE

- demonstrate understanding of personal role in relation to wider organisational or project context
 - Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts
- Context of and specific resources for assessment**
- Competency should be assessed in the workplace or in a simulated workplace environment
 - Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols relating to integrated logistic support
 - plans
 - workplace documentation
- Method of assessment**
- Assessment of this unit must be undertaken by a registered training organisation
 - Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
 - Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
 - Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation
 - portfolios
 - projects
 - questioning
 - reviews or reports prepared by the candidate
 - scenarios
 - simulation or role plays

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.

- Organisation may include:
- enterprises that work in materiel logistics
 - other government departments or instrumentalities that work with materiel
- Materiel may include:
- all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes
- Materiel logistics is:
- the life cycle management of materiel to achieve the stated objectives of capability managers
- Organisational policy and procedures may include:
- Australian Standards
 - international standards
 - organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX4031A Apply knowledge of configuration management

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of configuration management. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. The application of this knowledge is required by people who are not configuration management specialists but who need the knowledge to inform their decision making. The application of configuration management knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

1 Access and interpret relevant configuration management information

2 Use knowledge of configuration management

PERFORMANCE CRITERIA

1.1 Relevant configuration management requirements are identified and obtained

1.2 Configuration management information obtained is analysed to determine the relevance and application to the organisation

1.3 Outcomes of the analysis are documented and recommendations relevant to configuration management requirements are determined

2.1 Configuration management requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures

2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures

2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Integrated logistics support
- Configuration management knowledge relevant to the work performed
- Configuration management relevant to materiel and materiel systems
- Materiel life cycle
- Materiel sustainment
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Technical regulatory framework

Required skills:

- Undertake, analyse and interpret configuration management information to determine where internal and external factors impact on the configuration management requirements, and adjust planning accordingly
- Consult and negotiate with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of configuration management information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify, interpret and analyse configuration management requirements relevant to work being performed
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this

- Assessment must confirm the ability to:
 - adhere to relevant configuration management

EVIDENCE GUIDE

unit

requirements

- apply knowledge of configuration management to assist in work and to guide problem solving
- demonstrate understanding of personal role in relation to wider organisational or project context
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols relating to configuration management
 - plans
 - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation
 - portfolios
 - projects
 - questioning
 - reviews or reports prepared by the candidate
 - scenarios
 - simulation or role plays

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.

- Organisation may include:
- enterprises that work in materiel logistics
 - other government departments or instrumentalities that work with materiel
- Materiel may include:
- all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes
- Materiel logistics is:
- the life cycle management of materiel to achieve the stated objectives of the capability managers
- Organisational policy and procedures may include:
- Australian Standards
 - international standards
 - organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX4032A Apply knowledge of technical regulatory framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of the technical regulatory framework. The application of this knowledge is required by people who are not specialists of the technical regulatory framework but need the knowledge to inform their decision making. The application of technical regulatory framework knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>1 Access and interpret relevant technical regulatory framework information</p> | <p>1.1 Relevant technical regulatory framework requirements are identified and obtained</p> <p>1.2 Technical regulatory information obtained is analysed to determine the relevance and application to the organisation</p> <p>1.3 Outcomes of the analysis are documented and recommendations relevant to technical regulatory requirements are determined</p> |
| <p>2 Use knowledge of technical regulatory framework</p> | <p>2.1 Technical regulatory requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures</p> <p>2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures</p> <p>2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures</p> |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Configuration management

REQUIRED KNOWLEDGE AND SKILLS

- Materiel life cycle
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Technical regulatory framework knowledge relevant to the work performed
- Technical regulatory framework relevant to materiel and materiel systems

Required skills:

- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of technical regulatory information to a range of audiences
- Identify, interpret and analyse technical regulatory requirements relevant to work being performed
- Present technical regulatory information confidently and select the appropriate medium for communication
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - adhere to relevant compliance requirements
 - apply knowledge of the technical regulatory framework to assist in work and to guide problem solving
 - demonstrate understanding of personal role in relation to wider organisational or project context
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols

EVIDENCE GUIDE

Method of assessment	<p>relating to technical regulatory framework</p> <ul style="list-style-type: none"> • plans • workplace documentation <ul style="list-style-type: none"> • Assessment of this unit must be undertaken by a registered training organisation • Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate • Assessment methods should reflect workplace demands such as literacy and the needs of particular groups • Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as: <ul style="list-style-type: none"> • authenticated evidence from the workplace and/or training programs • case studies • demonstration • feedback from supervisors and peers regarding the candidate's ability • observation • portfolios • projects • questioning • reviews or reports prepared by the candidate • scenarios • simulation or role plays
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Technical regulatory framework may include compliance in:	<ul style="list-style-type: none"> • environment • safety • suitability
Organisation may include:	<ul style="list-style-type: none"> • enterprises that work in materiel logistics

RANGE STATEMENT

Materiel may include:

- other government departments or instrumentalities that work with materiel
- all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes

Materiel logistics is:

- the life cycle management of materiel to achieve the stated objectives of the capability managers

Organisational policy and procedures may include:

- Australian Standards
- international standards
- organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX5020A Develop and review configuration management plans

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to develop and review configuration management plans and associated subordinate plans to ensure efficient and effective delivery of configuration management across the materiel and materiel system life cycle. Configuration management plans document how the materiel or materiel system will be supported to ensure they meet the stated capability requirement. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for configuration management specialists working within materiel logistics but is applicable to any individual in broader logistic roles.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

1 Identify and analyse configuration management requirements

2 Prepare configuration management plans

3 Review configuration management plans

PERFORMANCE CRITERIA

- 1.1 Configuration management planning requirements are identified in accordance with organisational policy and procedures
- 1.2 Sources of information relevant to configuration management are identified and accessed in accordance with organisational policy and procedures
- 1.3 Standards and legislation applicable to configuration management are identified and accessed
- 1.4 Analysis of configuration management resource requirements is conducted in accordance with organisational policy and procedures
- 2.1 Stakeholder consultation is conducted in accordance with relevant organisational policy and procedures
- 2.2 Organisational policy and procedures relevant to configuration management requirements are identified and interpreted
- 2.3 Configuration management plans are developed in accordance with legislative requirements and organisational policy and procedures
- 2.4 Configuration management plans are promulgated in accordance with organisational policy and procedures
- 3.1 Configuration management plans are evaluated in accordance with relevant organisational policy and procedures
- 3.2 Required changes to configuration management plans are

ELEMENT**PERFORMANCE CRITERIA**

identified and prepared in accordance with relevant organisational policy and procedures

3.3 Amendments to configuration management plans are prepared and promulgated to relevant stakeholders or personnel in accordance with relevant organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Codification and cataloguing processes
- Configuration management
- Legislative and regulatory environment as it pertains to materiel logistics
- Logistics governance
- Materiel logistics
- Organisational policy and procedures
- Organisational role relevant to configuration management
- Planning processes
- Product knowledge related to systems and/or equipment in service in the organisation
- Safety, legislative and statutory requirements relevant to configuration management

Required skills:

- Apply configuration management and project management knowledge relevant to planning
- Consult and negotiate effectively with stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall configuration management planning objectives are achieved
- Demonstrate an understanding of the strategic objectives of the organisation and identify and assess potential alliances and effective strategies
- Display resilience by continuing to move forward despite criticism or setbacks
- Draw on information from a variety of sources using research, analysis and judgement to identify and develop configuration management plans
- Identify, review and analyse information that may impact on configuration management planning, or may be impacted by configuration management planning

Required skills:

- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Undertake performance measurement relevant to configuration management planning to enable objectives to be measured against defined parameters
- Use appropriate information technology and software

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - adhere to relevant occupational health and safety requirements
 - identify the requirements for plans and adjust them as necessary to ensure effective and efficient performance
 - initiate and efficiently monitor processes
 - initiate any remedial action required
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols relating to configuration management
 - plans
 - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands

EVIDENCE GUIDE

- such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation
 - portfolios
 - projects
 - questioning
 - reviews or reports prepared by the candidate
 - scenarios
 - simulation or role plays

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.

Organisational policy and procedures may include:

- Australian Standards
- international standards
- organisational instructions and standards

Sources of information may include:

- conceptual documents
- contractors
- customers
- legislation
- managers
- peers
- plans
- policies
- publications
- reference material
- standards

RANGE STATEMENT

- Standards and legislation may include:
- supervisors
 - suppliers
 - Australian Standards
 - international standards
 - organisational instructions and standards
 - regulations related to such matters as export and import licensing, taxes and duties
 - relevant federal, state and local government legislation and regulations including certification requirements
- Resource requirements may include:
- financial
 - information technology applications and tools
 - infrastructure
 - personnel
 - time
 - transport
- Stakeholders may include:
- capability manager
 - contractors
 - customers
 - project managers
 - regulators
 - regulatory authorities
 - subordinates
 - supervisors
 - suppliers
 - team members
- Configuration management plans may include:
- delegations
 - instructions
 - manuals
 - processes
- Promulgated include:
- authorised
 - documented
 - endorsed
 - issued
 - published

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX5021A Manage configuration management processes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to prepare for configuration management processes, to manage those processes throughout the materiel life cycle and to report on those processes in the organisational environment. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for configuration management specialists working within materiel logistics but is applicable to any individual in broader logistic roles.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1 Identify configuration management requirements | <p>1.1 Sources of information relevant to configuration management are identified and obtained in accordance with organisational policy and procedures</p> <p>1.2 Currency of information is reviewed and documented in accordance with organisational policy and procedures</p> <p>1.3 Configuration management requirements are defined and documented in accordance with organisational policy and procedures</p> |
| 2 Develop configuration management processes | <p>2.1 Consultation with stakeholders is conducted in accordance with organisational policy and procedures</p> <p>2.2 Configuration management processes are developed and recorded in accordance with organisational policy and procedures</p> <p>2.3 Key performance indicators are developed and documented in accordance with organisational policy and procedures</p> <p>2.4 Analysis of configuration management processes is developed and documented in accordance with organisational policy and procedures</p> |
| 3 Apply configuration management processes | <p>3.1 Configuration management risks and impacts are identified, recorded and managed</p> <p>3.2 Configuration management procedures are applied in accordance with legislative requirements</p> <p>3.3 Configuration management processes are carried out in accordance with organisational policy and procedures</p> <p>3.4 Failures and variances are documented, reported and managed in accordance with organisational policy and procedures</p> |

ELEMENT	PERFORMANCE CRITERIA
	3.5 Participation and contribution to configuration management processes is established and maintained
4 Review configuration management processes	4.1 Performance systems and processes are monitored and analysed to assess progress
	4.2 Systems, procedures and records associated with documenting performance are managed in accordance with organisation's requirements
	4.3 Configuration management processes are reviewed in accordance with organisational policy and procedures
	4.4 Changes required are identified and prepared in accordance with organisational policy and procedures
	4.5 Amendments to configuration management processes are incorporated into plans and promulgated to relevant stakeholders in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Codification and cataloguing processes
- Configuration management principles and processes
- Industrial base capability
- Legislative and regulatory environment, including environmental, sustainability issues as it pertains to materiel logistics
- Logistics governance
- Management processes
- Organisational policy and procedures
- Organisational role relevant to configuration management
- Product knowledge related to systems and/or equipment in service in the organisation
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to configuration management

Required skills:

Required skills:

- Apply configuration management and project management knowledge relevant to configuration management processes
- Demonstrate an understanding of the strategic objectives of the organisation and identify and assess potential alliances and effective strategies
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of configuration management processes, present information confidently and select appropriate medium for communication to a range of audiences
- Identify, review and analyse information that may impact on configuration management processes, or may be impacted by configuration management processes
- Negotiate and communicate effectively with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall configuration management objectives are achieved
- Undertake research and analysis to identify and develop configuration management processes
- Use appropriate information technology and software for configuration management processes

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - adhere to relevant occupational health and safety requirements
 - identify and establish configuration management operation processes
 - identify, acquire and adjust resources as necessary to ensure effective/efficient performance of the processes
 - initiate and efficiently monitor processes
 - initiate any remedial action required
 - effectively and efficiently manage configuration management processes
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources

- Competency should be assessed in the workplace or in a

EVIDENCE GUIDE

for assessment

simulated workplace environment

- Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols relating to configuration management
 - plans
 - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation
 - portfolios
 - projects
 - questioning
 - reviews or reports prepared by the candidate
 - scenarios
 - simulation or role plays

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.

RANGE STATEMENT

Sources of information may include:

- contractors
- conceptual documents
- legislation
- managers
- peers
- plans
- policies
- publications
- reference material
- standards
- supervisors
- suppliers

Organisational policy and procedures may include:

- Australian Standards
- international standards
- logistical support analysis
- organisational instructions and standards

Stakeholders may include:

- capability managers
- contractors
- customers
- project managers
- regulators
- regulatory authorities
- subordinates
- supervisors
- suppliers
- team members

Key performance indicators may include:

- costs
- milestones
- production
- resources
- timings
- scheduling

Resource processes may include:

- financial
- information technology applications and tools
- infrastructure
- personnel
- transport

Legislative requirements may include:

- regulations related to such matters as export and import licensing, taxes and duties
- relevant federal, state and local government legislation and

RANGE STATEMENT

- Promulgated may include:
- regulations including certification requirements
 - authorised
 - documented
 - endorsed
 - issued
 - published

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

TLIX5036A Manage and monitor technical data and information systems

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to manage and monitor all technical data and information creation, capture, use and monitoring activities within the data management system. This competency occurs with the system framework established by others. It may also be used to review these processes and activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for technical regulatory framework specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| <p>1 Designate detailed technical data and information use, and maintenance responsibilities</p> | <p>1.1 Responsibilities for technical data and information use and maintenance activities are designated to staff in accordance with approved system framework, organisational policy and the abilities of individual staff</p> <p>1.2 Rules for the operation of the system are devised in compliance with approved systems framework</p> <p>1.3 Resources for approved budget period are allocated in accordance with policy and the strategic plan</p> |
| <p>2 Develop key performance indicators for technical data management activities</p> | <p>2.1 Measurable performance indicators are developed for technical data management activities in accordance with the authorised systems</p> <p>2.2 Data management responsibilities of individual personnel/organisational units are identified and documented</p> <p>2.3 Acceptable range of variation for compliance is determined based upon data management responsibilities, applicable data management system and organisation's risk management analysis</p> |
| <p>3 Develop monitoring methodology</p> | <p>3.1 Methodology for monitoring the technical data management system's rules, standards and procedures is developed based upon authorised systems</p> <p>3.2 Methodology developed includes timeframes involved, means of surveillance and form of reporting</p> <p>3.3 Methodology, performance criteria and the ranges of variation from the standards and rules are submitted to appropriate authority for approval</p> |
| <p>4 Monitor a technical</p> | <p>4.1 Monitoring is undertaken in accordance with approved</p> |

ELEMENT	PERFORMANCE CRITERIA
data management system	<p>timeframes and frequency</p> <p>4.2 Staff being monitored are notified in accordance with organisational policy and guidelines, where applicable</p> <p>4.3 Any variation from data management system's framework, rule, standards and procedures that exceed the agreed limit is noted and details of the situation are recorded</p> <p>4.4 Where required, reports are provided to appropriate authority relating to technical data and information use and maintenance, and are in the required format, at the required intervals</p>
5 Identify and respond to problems and changes	<p>5.1 Problems and changes requiring a systematic response are identified from monitoring reports and external events</p> <p>5.2 Recommendations are made for revisions to systems, procedures, and future (strategic) plans in response to identified variations, changes and problems</p> <p>5.3 Amendments to systems are devised and implementation is planned, in response to problems and changes that require a systemic response</p> <p>5.4 Recommendations for system amendments and the planning and implementation required are prepared, and approval is sought from appropriate authority</p> <p>5.5 Procedures for using technical data and information systems, and subsequent alterations and amendments to the procedures are authorised, ensuring that performance indicator parameters and access rules are adhered to</p>
6 Designate technical data and information creation and capture responsibilities	<p>6.1 Responsibilities for technical data and information creation and capture activities are designated to staff in accordance with organisational policy</p> <p>6.2 Technical data and information creation and capture performance targets are set within the parameters of the technical data management plan</p> <p>6.3 Resources for the budget period are allocated in accordance with organisational policy and strategic plan</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

REQUIRED KNOWLEDGE AND SKILLS

- Area of technical expertise
- Data management, standards, principles, process and functional requirements
- Details of the technical regulatory framework, organisation's engineering management plans and the technical data management plan
- Established communication channels and protocols
- Organisational functions, structure and culture
- Organisational policy, strategies and procedures
- Organisation's data management systems
- Organisation's rules for the capture of, access to, and use and maintenance of, technical data and information
- Organisation's technical classification scheme and language
- Problem identification and resolution
- Procedures for recording, reporting and maintaining workplace records and information
- Quality assurance principles and processes
- Work flow and business process re-engineering principles and practices

Required skills:

- Apply technical data and information and project management knowledge to technical data and information systems
- Consult and negotiate effectively with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall technical data and information systems objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Implement processes to enable new technical data and information system requirements to be effectively transitioned across the life cycle - this includes integrated logistics support considerations, including environmental, sustainability issues, and validation and verification activities
- Monitor processes to ensure that the technical data and information systems continue to enable the operational requirements to be attained - this may include performance metrics

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
 - apply relevant implementation processes
 - monitor and report on implementation processes
 - analyse data and information
 - apply knowledge of technical data and information plans to assist in work and to guide problem solving
 - demonstrate understanding of personal role in relation to wider organisational or project context
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
 - computer and relevant software
 - legislation, guidelines, procedures and protocols relating to technical data and information systems
 - plans
 - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of:
 - authenticated evidence from the workplace and/or training programs
 - case studies
 - demonstration
 - feedback from supervisors and peers regarding the candidate's ability
 - observation

EVIDENCE GUIDE

- portfolios
- projects
- questioning
- reviews or reports prepared by the candidate
- scenarios
- simulation or role plays

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.

Technical data and information may be:

- as specified and defined in the technical regulatory framework
- included either explicitly or implicitly in the established system framework

Approved system framework:

- is established by an approved authority and issued as the basis of all technical data and information management
- contains:
 - high level accountability and functional responsibilities
 - high level control/management requirements and protocols
 - key aspects of technical regulatory framework
 - outline of the structuring rules for repositories, cataloguing systems, security access systems, processes and software
 - protocols on functionality, maintainability and growth
 - technical context
 - technologies/standards

Rules may include:

- allocating access/security status
- capturing structural and contextual metadata
- classifying and indexing items
- generating and allocating unique identifiers to data items
- identifying and recording disposal status items
- identifying technical data and information creators
- links between technical data and information items
- locating and tracking items

RANGE STATEMENT

- Measurable performance indicators may include:
- naming/titling items
 - negotiating transfer of custody or ownership
 - recording the use of history of items
 - those developed for specific tasks
 - those incorporated in the data management system
 - performance indicators that relate to:
 - disposal (percentage of data, unsentenced data, overdue for disposal action, functions/data not covered by disposal schedules)
 - parameters for tracking of technical data and information
 - retrieval and access (security and access rules, response to request time limits, service levels for requests)
- Data management responsibilities may include:
- established systems framework
 - organisation's responsibility and accountability analysis
 - system's rules, standards and procedures
- Identified and documented may include:
- established systems framework
 - organisation's responsibility and accountability analysis
 - system's rules, standards and procedures
- Means of surveillance may include:
- examination of results (technical data and information)
 - form/s of reporting
 - real-time observation (security of process)
 - statistical reports
 - selected snapshots of the system
- Appropriate authority may include:
- chief executive officer
 - delegated individual
 - external public authority
 - nominated senior management representative
 - senior management team
 - technical/engineering authority
- Monitoring may include:
- number of systems
 - single data management system
- Variation may include:
- increases or decreases in the use of particular technologies/standards
 - variations from the data management system's performance or capacity
 - variations within the agreed limit but which are consistent
- Reports may include:
- technical data and information capture
 - technical data and information compliance

RANGE STATEMENT

- Problems and changes may include:
- technical data and information creation
 - technical data and information maintenance
 - technical data and information use
 - changes in administrative changes to functions/activities
 - changes to organisational structures
 - legislative or technical regulatory changes
 - technological change and implementation
- Systemic may include:
- current technical data management systems
 - technical systems (which generate technical data and information)
 - storage facilities systems
 - systemic changes which may include:
 - amendment to the classification system
 - bulk movement of technical data and information to control
 - migration of systems
 - new classification and control language
 - new disposal classes or retention periods
 - new organisational or business unit functions
- Revisions may include:
- access rules and procedures
 - classification and indexing schemes
 - disposal schedules
 - storage projections and requirements
 - technical data and information specifications
- Recommendations for system amendments may include:
- changes to/enforcement of procedures
 - counselling of non-conforming individuals/business units
 - disciplinary action

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

DEF Defence Training Package

Modification History

Version	Comments
1	Primary release to comply with new standards for DEF Defence Training Package (replacing DEF12 Defence Training Package)

Credit Arrangements

Qualification Code	Qualification Title	Credit Arrangements
DEF21115	Certificate II in Military Skills	At the time of endorsement of this training package no credit arrangements exist.
DEF33115	Certificate III in Sensor Operations	At the time of endorsement of this training package no credit arrangements exist.
DEF43115	Certificate IV in Electronic Forensics	At the time of endorsement of this training package no credit arrangements exist.
DEF43215	Certificate IV in Simulator Maintenance	At the time of endorsement of this training package no credit arrangements exist.
DEF45115	Certificate IV in Range Control	At the time of endorsement of this training package no credit arrangements exist.
DEF53415	Diploma of institutional and operational Chaplaincy	At the time of endorsement of this training package no credit arrangements exist.
DEF53115	Diploma of Electronic Forensics	At the time of endorsement of this training package no credit arrangements exist.
DEF54315	Diploma of Evaluations	At the time of endorsement of this training package no credit arrangements exist.

DEF55115	Diploma of Range Management	At the time of endorsement of this training package no credit arrangements exist.
DEF53215	Diploma of Simulator Maintenance	At the time of endorsement of this training package no credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9>

DEFSS00008 Communication Operations Skill Set

Modification History

Release	Comments
1	<p>This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <ul style="list-style-type: none"> New skill set composed of units previously contained in DEF20912 Certificate II in Communications Operations

Description

This skill set provides a set of skills for Defence Communication Operators to ensure commanders can communicate effectively using satellite terminals, radios, hand held and desk-top data terminals and security equipment. Whatever the location, deployment or task, Communication Operators provide the appropriate communications systems for the Military whether it is on land, in the air or at sea.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFCMM001	Maintain security in a Defence communications and information systems environment
DEFCMM002	Transmit and receive messages utilising Defence messaging systems
DEFCMM003	Transmit and receive data via information exchange systems
DEFCMM004	Conduct operator level maintenance in a Defence environment

DEFCMM005	Transmit and receive messages via voice systems
DEFCMM006	Support the operation of a communication and information system facility

Target Group

This skill set applies to those working as communications operators within Defence.

Suggested words for Statement of Attainment

These competencies meet the industry standards for communication operators.

DEFSS00009 Physical Training Skill Set

Modification History

Release	Comments
1	<p>This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <ul style="list-style-type: none"> • DEF unit codes updated • SSISSPT303A and SRXGRO001A units removed

Description

This skill set applies to people who provide fitness training support.

This skill set provides a set of skills to combat fitness leaders who provide fitness training support to small groups or organisations in an operational setting. This function is performed in addition to their primary trade or employment over a range of familiar and predictable contexts.

Pathways Information

This skill set is stand alone and does not lead to a specific Defence qualification. The units it includes may provide credit towards a Sport, Fitness and Recreational Training Package qualification.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFFIT001	Conduct a group fitness appraisal
DEFFIT002	Develop a group fitness program
DEFFIT003	Conduct individual fitness assessments

DEFFIT004	Instruct a workplace physical training session
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Target Group

This skill set applies to people who provide fitness training support.

Suggested words for Statement of Attainment

These competencies meet the industry standards for providing basic fitness training to small groups in an operational setting.

DEFSS00010 Maritime Operations Skill Set

Modification History

Release	Comments
1	<p>This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <ul style="list-style-type: none"> New Skill set composed of units previously contained in DEF31012 Certificate III in Maritime Operations

Description

This skill set provides a set of skills to perform and assist in a range of seamanship operations and would be typically implemented in a Naval or Army Defence maritime environment.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFSEA001	Assist in seamanship operations
DEFSEA002	Assist in boarding operations
DEFSEA003	Control persons using non firearms options
DEFSEA004	Defend persons using firearms
DEFSEA005	Maintain weapons and associated equipment
DEFSEA006	Track and engage targets

DEFSEA007	Assist in ship navigation
DEFSEA008	Operate a chaff firing system
DEFSEA009	Operate a visual target designation system

Target Group

This skill set applies to those working in a military maritime environment such as Boatswains Mates.

Suggested words for Statement of Attainment

These competencies meet the industry standards for Defence maritime operations.

DEFSS00011 Survival Skill Set

Modification History

Release	Comments
1	<p>This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.</p> <ul style="list-style-type: none"> • New skill set composed of existing units

Description

This skill set provides a set of skills to survive for a significant period of time under food restrictions and in the absence of normal living conditions. For example; a person parachuting from a downed plane into a remote and/or hostile environment.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFSUR001	Catch aquatic animals in a survival situation
DEFSUR002	Construct improvised weapons and equipment in a survival situation
DEFSUR003	Employ visual emergency signalling techniques in a survival situation
DEFSUR004	Erect a survival shelter using natural resources in a survival situation
DEFSUR005	Maintain physical and emotional health and fitness in a survival environment
DEFSUR006	Navigate using celestial aids

DEFSUR007	Preserve and cook foodstuffs in a survival situation
DEFSUR008	Produce fire using improvised means in a survival situation
DEFSUR009	Trap and kill animals in a survival situation
DEFSUR010	Locate, treat and manage water in a survival situation
DEFSUR011	Survive at sea

Target Group

This skill set applies to people who are required to survive in a remote environment with little or no resources.

Suggested words for Statement of Attainment

These competencies meet the industry standards for surviving in a remote environment.